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ABSTRACT

Open enrollment is a concept concerned with a student's access to schools. In general, it reflects the possibility of parents exercising choice when enrolling children in schools. In East Hartford, parents may seek permission to transfer a youngster to a different school if that school has space for him; however, the parent must provide the necessary transportation. The feasibility analysis reported on here was undertaken to study the possibility of expanding the present open enrollment policy. The study recommends that permission for a student to transfer schools should solely depend on the availability of space. The analysis also attempted to discover if there is now, or if there will be in the future, space available for a greater number of transfers. To add greater significance to the concept of choice, it was felt that schools should be encouraged to develop on their own and to be as independent as possible. Therefore, a study of school autonomy was also undertaken. Other areas analyzed the education voucher program whereby per pupil expenditures would travel with a student who transfers from one school to another. The appendix includes abstracts of Connecticut law, and samples of materials used in the study and the publicity received. (Author/DN)

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A Feasibility Analysis
Of
Open Enrollment
East Hartford, Connecticut

January 21, 1974 to April 21, 1974

Project Coordinator: **Eugene A. Diggs, Ed. D.**
Superintendent of Schools

Project Director: **Frances Klein**

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PREFACE

Schools in the United States have always conformed to the general aspirations of the American society at every point in its history.

The schools in colonial Massachusetts taught reading so that the scriptures could be learned and followed. Selected students completed an education in order to provide the colonial society with educated clergy, attorneys and gentlemen.

During the great American expansion of the second half of the nineteenth century, schools had changed. They attempted to teach a language and system of values which would be uniform to all regardless of cultural background. The schools categorized, graded and regimented children for a reason; they had to insure a uniformity of knowledge, of values and of attitudes. The demand was for a new nationality, the product of the great "melting pot".

By 1914 Americans strode onto the world stage with recognizable attitudes, character and values. A stereotype had been created. However, like the deprived child who, upon reaching maturity and success in his adult years, can then accept his background and beginnings, the American slowly began to reveal himself as being unique and individual.

Attempted school reform since this stereotype emerged has been for the most part from within the educational establishment. In the late fifties and sixties school reforms were advanced by academicians and segments of the education establishment. They failed. Now in the seventies, however, attempts at reform are coming from outside educational institutions, and whether they are labeled "consumerism" or "local involvement" they are demanding a response to latter twentieth century individuals rather then to the earlier mold.

Such a response here in East Hartford is embodied in the proposed Open Enrollment Program. Its emphasis is on providing real educational alternatives so parents have, along with the right to equal educational opportunity, the right to an education that is individually relevant for their children.

ACKNOWLEDGMENTS

In putting forth a concentrated effort of this dimension, spanning a period of more than three months, a great number of people have become involved in one way or another. As coordinator of the project I have worked with them and relied upon their expertise in many areas, and here I want to thank them. Of course there are many more people than it is possible to thank personally, such as the maintenance men who never let us suspect we were an annoyance, although we were, and all of the Administrative Building personnel who made room for us in their own offices, sharing equipment and suffering interruptions.

I want to give special thanks to Dr. Diggs, Dr. Plotkin, Mr. Hey, Mr. Costello, Mr. Leone, Mr. Vail and all of the principals, directors and supervisors who imposed on their own time to work on committees in addition to their regular duties and to share their knowledge so this work could be done.

I thank especially William Curtin who contributed so much to the transportation study and Ernest Grasso for his work on the Enrollment Projections and Transportation.

A special thanks also goes to Jesse Goldbaum, who reviewed the History of Special Education in the East Hartford Public School System and also co-chaired, along with Ben Hancock, the Committee on Admissions and Transfers; Art Michals, Val Magro, Tony Krawczyk, Helen Jeffrey, George Scheyd, George Dunn, Jim Fallon, Bill Evans, and Don Cohen for tasks unending.

I thank the untold numbers of teachers who arranged for substitutes and worked extra weekend hours to accomplish the difficult task of writing school descriptions; they did it so well.

In particular I want to express my appreciation to Mrs. Sheila Chadwick who took over as Acting Supervisor of Reading so that I could coordinate this effort, and to the Reading Department Staff who worked so cooperatively with her.

I want to thank Walter B. Thompson, School Social Worker, who took time out from his trip to California to visit and observe the Sequoia Institute and to share with us his findings orally and in a report.

Also deep appreciation to Donald Berry and his students at East Hartford High School who did the offset printing for the "Extending Parents' Choice" booklet and the questionnaire sent home to parents; and to Leon Bassow, Audio Visual Coordinator who set up arrangements for the telelecture and telecopier session.

To Don Hallquist who designed the covers for both the "Extending Parents' Choice" handbook and "Our Schools" booklet, thanks.

How can one truly say thanks to a team of students and teachers who always comes through? Raymond Grasso, his staff and his Special Education students saved many a day for us.

To June Linton who read, questioned, listened and then wrote the Feasibility Analysis Report, my fondest and warmest appreciation.

I thank the payroll department for their extra efforts and Lois Haake, Mr. Leone's secretary, and Brenda Sayward who diligently typed our report. Also appreciated was the cooperation of Gladys Smyth, Mr. Costello's secretary, and Betty Barisano and Dorothy Scanlon, Mr. Mey's secretaries, who arranged for so many substitute personnel; Caroline Votolato, whose technical assistance was invaluable, and Dr. Digg's secretaries Evelyn Uhrig and Elinor Aregood for the numerous interruptions.

And of course, in addition to the effort expended locally, there was the invaluable help generously given by the representatives of both the National Institute of Education and the Center for the Study of Public Policy. From this latter group I must thank Don Richard personally.

And, perhaps the most personally heartfelt in a long recitation of appreciations, a thank you to my secretary and jack-of-all-organizational trades, Lanie Dickson, for her efficiency and deeply human understanding.

I also want to express an appreciation of a somewhat different nature to the Board of Education members whose unselfish devotion to the cause of education underlies this effort and all efforts like it.

Frances Klein

(Mrs.) Frances Klein
Project Coordinator

FK/ejd

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SECTION I

INTRODUCTION

OPEN ENROLLMENT CONCEPTS AND THE ORGANIZATION OF TASKS, INCLUDING THOSE COMPLETED AND THOSE DESIGNATED AS NEEDING FURTHER STUDY

INTRODUCTION

"Open Enrollment" is a concept concerned with a student's access to schools and it may operate in various degrees. The words mean what they imply and in general reflect the possibility of parents exercising choice when enrolling children in schools. In the broadest interpretation a person of solid financial means may enroll his children practically anywhere in the world by paying for it, or by moving to a particular area which would allow his children to attend a particular public school which the parents like. Many people move for this reason.

However, since public schools usually limit enrollment in a particular school to those who live in a particular area, a person with limited finances who can't or doesn't want to move has no practical choice. He must send his children to the school in his attendance area whether he likes the school or not.

In East Hartford there has been a choice available. Right now parents may seek permission to transfer a youngster to a different school if that school has space for him; however, the parent must provide the necessary transportation and this certainly favors those with the means to provide it.

About 100 students do take advantage of this limited Open Enrollment policy in East Hartford.

The Board of Education has taken actions which indicate its desire to expand this transfer policy and encourage parents to exercise a choice of school. These actions are in the form of amendments and have been tabled in order to study the matter in greater depth.

It's a costly matter to undertake any study or planning in a school system; in fact it's costly to even decide whether or not to undertake such a study. In this case a feasibility analysis was funded under a government grant provided by the National Institute of Education to help East Hartford decide whether or not to enter a planning stage to expand Open Enrollment.

An additional grant would provide the opportunity for further study if the Board so decides. Section II explains the background of government interest in Open Enrollment programs such as the one being considered for East Hartford.

The major recommendation of those who conducted this study and are most familiar with it is that the Open Enrollment Policy already in effect should be taken one step further immediately. This next step was provided in 1973 when the Board of Education drew up and then for the time tabled an amendment which would make it easier for students to transfer, and which is more fully described in the grant request application in Section II of this report. The amendment provides that permission to transfer would depend only on there being space available.

Therefore the first study goal was to find out whether or not there is and will be space available for a greater number of transfers. A capacity study and a five year enrollment projection determined that there are spaces now in almost all the schools and that there will be an increasing number of extra spaces in the future. This study is included in Section IV.

To add greater significance to the concept of choice it was felt that schools should be encouraged to develop on their own and to be as independent as possible within the system so as to offer children as great a variety of programs as practical. Therefore a study of school autonomy was also undertaken; this is included in Section IV.

It became obvious that an admissions/transfer bill of rights and processes would be necessary to emphasize areas of concern vital to the program. Under the regulations designed during the study: 1. The student is guaranteed the right to attend the school in his or her area of attendance, 2. No student will be forced to transfer but has the right to transfer where there is space available. When there are more applicants than spaces in any particular school, a lottery or similar method will insure a fair and equal distribution of these spaces. Detail on these rights and processes is included in Section IV.

The need for a communication system to help parents in knowing and understanding everything they would need to know about Open Enrollment became evident, and a Parent Advice Team was designed for this purpose.

Teachers may also transfer, and this process was clarified for them.

These were the easiest tasks accomplished in this analysis and it is recommended that they be initiated. Transportation would still be provided by the parent during this stage, even though it is understood that this would favor those with the means to provide it. It is a step forward, however, and one that is necessary if a fair and equal choice, is to be achieved.

The second amendment which the Board tabled would accomplish the next step, that of providing transportation for all transferring students, subject of course, to school district mileage limitations. It was difficult to determine even an estimated cost for transportation as it was not known how many students would elect to transfer and what schools would be involved. This study is in Section IV.

To determine transportation costs more accurately the administration recommended that during a period of simulation two kinds of transportation studies be conducted. One would use information the system already has to determine what the cost would be if the schools provided transportation for the hundred or so students who have transferred; during this study, the students would continue to provide their own transportation as they do now.

Even more meaningful data could be obtained if parents were given the information they would need to make a choice and were then asked anonymously whether or not they would choose to transfer if free transportation was provided, and if so, from which school to which school.

This would also provide data for a simulated study of where money would go if per pupil costs traveled with the child to the school of his parents' choice. This is the Education Scholarship concept which would be involved if the Board extended its policy regarding participation in a scholarship demonstration program.

The Education Scholarship would be equal to per pupil cost, that number of dollars spent on each child each year in each of three [illegible] levels,(K-5, 6-8, 9-12). Under a scholarship program this money would be paid to the school the child attends. This type of educational financing has been termed "vouchers"; however, that term has been so misused it is felt the word "scholarship" better reflects what is referred to here.

Connecticut has passed enabling legislation which allows Education Scholarships to be used in public and certain private schools. Legal issues have been investigated during the course of this analysis as have the differences between various kinds of private schools. The development of new alternative forms of education which would add choices and receive public funds, has also been a focus of investigation.

Tasks having to do with transportation and policy extension consistent with Public Act 122 require further work. Accomplishments to date are included in Section IV.

It is recommended that the school system enter into a planning period which would be funded under a second grant. This would not commit the district to participation in a demonstration scholarship program but would provide answers to questions concerning it.

To understand the concept of Open Enrollment this entire report should be read. It is organized so that the actual Tasks are included in Section IV in three parts corresponding to the board's pending actions on transfer, transportation and policy extension.

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SECTION II

BACKGROUND

TOWN OF EAST HARTFORD
NATIONAL INSTITUTE OF EDUCATION
FEASIBILITY GRANT APPLICATION

TOWN OF EAST HARTFORD

East Hartford is located in the central portion of Connecticut halfway between New York City and Boston, about 110 miles from each. It is separated from Hartford, Connecticut's capitol city, by the Connecticut River and connected to it by three bridges. Its land area measures 18.2 miles; and in 1970, the latest census year, its people numbered 57,583.

East Hartford is neither suburb nor central city and has been characterized as a transition zone between each. It is accessible to Hartford's business district in a matter of minutes and is surrounded by suburban towns.

It is one of the main employment centers in the state and the home of United Aircraft Corporation. In June, 1969, the town ranked fifth in the state in total employment with 47,280 jobs. Of these about 34,500 are located in one of 110 diversified manufacturing establishments in town. East Hartford is the place to which workers from all parts of Connecticut and neighboring states commute daily.

East Hartford, one of the 29 towns in the Capitol Region Planning Area, ranks 21st in land area, third in population and is the third most densely populated community in the region.

Population increased by almost a third from 1960 to 1970, (from 43,977 to 57,583), but only slightly in the three years since 1970, (about 1,000 by estimate of the town planner). According to census figures the number of persons in the pre-school age group (0-4) and in the 35-44 age group declined in the ten years prior to 1970, while the number of persons over 65 years old increased.

The median age of all residents in the community dropped two years, from 29 to 27 during that time. The racial composition of the community changed very little. In 1960 whites made up 99.2% of all the population, and by 1970 the figure was 98.7%.

Median income in East Hartford is approximately $12,000. According to the 1970 census figures, of the 15,200 families enumerated as producers of income, approximately two thirds had income over $10,000 and about one third had incomes under that figure. Almost one fourth (24%) of families earn between $15,000 and $25,000 per year. Nine percent earn under $5,000.

In 1970 there were 281 families living below poverty level from earnings, 127 families living on social security or other retirement and 151 families living on welfare or some form of public assistance.

Education levels were high in the community with the median at 12 years of completed education. Of those persons over 25 years old reporting in the census, 76.6% had some high school education or better.

EAST HARTFORD SCHOOLS

East Hartford has 22 public schools enrolling 11,290 students as of April 1, 1974. An additional 568 students attend two Catholic elementary schools in East Hartford. Approximately 400 secondary students in grades 9-12 attend East Catholic High School situated in neighboring Manchester.

The public schools include two approximately 1,700 student high schools plus a small Alternate High School Program which includes

32 students. There is a mix of grades in the various elementary and middle schools with 14 all elementary schools containing mostly grades K through 5 and a few K through 3, 4, or 6. Two of the schools contain federally funded pre-kindergarten programs. There are three all middle schools containing grades 5 or 6 through 8, and three middle school sections housed in K-8 schools.

There are small and large schools, ranging from a 128 pupil K through 3rd grade to an 805 pupil K through 8th grade school. Each school has its own mix of types of programs, some incorporating the traditional self-contained classroom, others the informal open class structure; and in between these variations are found combinations utilizing team teaching, continuous progress, non-graded structure and Individually Guided Education.

The two high schools differ fundamentally with one traditionally structured and the other more loosely structured with Variable Course Scheduling based on a modular system. Each mod consists of 19 minutes and each period consists of 2 mods of 38 minutes. This school is considering reinstituting a seven-period day, however, retaining the best features of the Variable Course Scheduling.

The new optional Alternate High School Program is designed to answer the needs of some students who were not benefitting from the regular high school offerings.

As of October 15, 1973 minority pupils constituted 3.8% of the total school population and at that time included 232 black students, 147 Spanish surnamed, 54 Asian-American and 17 American Indian students out of a total 11,469.

NATIONAL INSTITUTE OF EDUCATION

BACKGROUND

In August, 1972 legislation established the National Institute of Education as a separate agency within the Department of Health, Education and Welfare. Congress declared it to be "the policy of the United States to provide every person an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin or social class".

Congress further stated, "while the direction of the education system remains primarily the responsibility of state and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process".

It may be observed that scientific inquiry involves the testing of theories, and one of the principal ways in which the institute is seeking to meet its objectives is to conduct demonstration programs to test its theories concerning the processes of education.

The proposed Open Enrollment plan for East Hartford is an application of one of these theories. The Federal Government is willing to fund all extra costs resulting from the program over a period of five years. Basically they are attempting to determine whether or not increased parental control over the allocation of education funds produces improvements in the quality of education and greater public satisfaction with it.

The study of voucher programs had begun under the Office of Economic Opportunity and were transferred to the new National Institute of Education when it came into existence.

A number of models incorporating different concepts of the vouchers have been described by the Center for the Study of Public Policy, an independent research organization, in Cambridge, Massachusetts. It received a Grant from the Office of Economic Opportunity in 1969 to investigate education vouchers.

The basic ideas behind any of the models is to apply marketplace policy to schools. As the various models were studied some obvious problems and authentic criticism arose. As these problems were solved, a "regulated" voucher model was developed (The Center's Regulated Compensatory Voucher System).

When it was argued that vouchers could be used to promote economic segregation if money could be added to them to buy admissions, the rule was developed that the schools must accept the voucher as full payment for all educational services. No school may require parents to make additional payments out of pocket. Schools may seek additional sources of funds from the Government, foundations or interested citizens or parents, but in no case can the admission of a child to the school be conditioned upon such contributions on the child's behalf.

In some places critics charged that vouchers could lead to racial segregation within schools; however, the courts found this attempted use of vouchers in the South to be unconstitutional. Thus the rule that no school may discriminate against pupils or teachers on the basis of race or economic status. Schools must be open to all applicants. A lottery system was devised to insure fairness.

It was charged that the use of a more nearly free market in education would lead to false claims by educators that would mislead and misinform an unsophisticated public. To insure that this would not happen, the regulated voucher plan incorporated strict rules in regard to providing information to parents about such matters as each school's basic philosophy of education, number of teachers, teacher qualifications, facilities, financial status and pupil progress. In short the schools must provide sufficient information to parents to enable them to make wise decisions, and this information would be verified.

It was also charged that the system would lead to public support of religious instruction in violation of the constitution as to separation of Church and State. This remains an issue to be resolved by the courts when a paraochial school is involved in a demonstration project.

EXPERIENCE TO DATE

The first operational demonstration of a regulated compensatory voucher system began at Alum Rock in San Jose, California in the 1972-1973 School Year. California law prevented the inclusion of non-public schools, and in order to provide a number of different kinds of choices the six participating public schools were divided into mini-schools within each school.

Half of Alum Rock's children were considered poor by both Federal and State standards, with 36% of families receiving public assistance; however, the poor were not concentrated in particular areas of the district and were considered fully integrated. There was a high minority population, 12% black and 50% Spanish surnamed. Pupil turnover was as high as 30% a year. Compensatory vouchers were an integral part of the program developed for Alum Rock. Reportedly, there was a sharp reduction in absenteeism and truancy rates, while record high turnouts at

PTA meetings were recorded. Staff members of the participating schools voted to continue.

During the last three years feasibility studies have been done in Seattle, Washington; San Francisco, California; Rochester, New York; New Rochelle, New York; and Gary, Indiana. In each case it was decided not to proceed because the studies themselves served to intensify other problems existing in these places, such as racial issues, forced bussing, dissatisfaction with Performance Contracting and the contracting out of the feasibility study itself. There were also serious economic problems in some areas, teacher opposition in one location and instances in which the model proposed to the government was unsatisfactory.

FEASIBILITY GRANT APPLICATION

The Feasibility Grant application for funding for the initial analysis of the feasibility of "Extending Parents Choice" in the East Hartford School System.

EXISTING LIMITED OPEN ENROLLMENT

Before submitting a request for the grant, the East Hartford Board of Education took the first steps in the direction of expanding the present Open Enrollment Program. A limited Open Enrollment policy was already in operation in the school system and provided that a parent of a student in the East Hartford Public Schools might request that his child attend a school in East Hartford other than the school in the attendance area of his or her residence as long as the Superintendent of Schools approved, the parents provided the transportation, and space was available.

AMENDMENTS

At its December 12, 1973 meeting the Board members adopted and then tabled two amendments concerning transfers and transportation. The first amendment provided that such transfers would depend only on there being space available based on the school's pupil-teacher ratio and that, if the number of requests exceed the number of unfilled spaces in a particular school, "students shall be selected on a random basis guaranteeing equal access to all". This amendment also states that children in school as of October 1, 1973 shall have preference in attending the school in their attendance area.

The second amendment arranged for the school system to provide transportation for all East Hartford students, public and non-public, to the school in which they are properly enrolled in the town of East Hartford under the same guidelines as for students attending their area-of-residence schools, provided federal funds become available to cover the excess cost for transportation.

GRANT REQUEST

The Feasibility Grant request was unanimously authorized by the Board of Education. In requesting the funds Dr. Diggs noted, "Public Act 122 of the Connecticut Statutes enables a Board of Education to 'develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which quality and the delivery of educational services are affected by economic incentives'."

The Grant request stipulated that the use of educational vouchers or scholarships would necessitate that the Superintendent determine the per-pupil cost in Grades K-5, 6-8, and 9-12 by dividing the annual adopted budget by the public schools average annual enrollment for the preceding October 1st, excluding the costs of transportation, bonded indebtedness, special education costs, and specific costs of the Board of Education. The Superintendent would publish the amount of this cost which would be equal from child to child according to his level, be it elementary, intermediate or secondary. The Superintendent would also establish a positive program for informing parents of the Open Enrollment Policy and publish a description of individual school programs each year. Anticipated tasks were enumerated in the grant request. The capacity of each school and its projected enrollment would be studied to determine where spaces do and will, in all probability, exist from 1974 through 1979.

Application and admission rules and procedures would be developed and community attitudes gauged.

It was noted that careful planning of an efficient pupil transportation system would be a key element of the proposed plan, that it must avoid any so-called "forced bussing". Technical transportation experts would determine present and projected transportation costs, use survey data to determine the kinds of choices parents might make, investigate current federal transportation policies, determine the availability of federal funds to carry out the Board's proposed policies without additional costs to the Board of Education's budget, and determine the effects of any energy shortage on present and proposed transportation policies.

It was also deemed necessary to obtain professional legal analysis and advice on Connecticut laws in relation to the proposed program, particularly Public Act 122. Since the proposed policy would make it possible for East Hartford parents to enroll their children in certain private schools, the interest of these schools had to be determined, and rules and regulations regarding participation in the program by these schools had to be developed.

These tasks and many others have been completed. This report attempts to bring them all together.

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SECTION III

PROCESS AND COMMITTEES

PROCESS

The feasibility analysis effort which has concerned East Hartford for the last three months, actually began over a year ago when Dr. Diggs, the District's Superintendent, noted an article written by Dr. S. Francis Overlan, The Director of the Center for the Study of Public Policy (CSPP), a non-profit research organization in Cambridge, Massachusetts.

An inquiry by Dr. Diggs led to a meeting between Dr. Overlan and Dr. Diggs, Sam Leone and Timothy Moynihan, Jr., Chairman of the East Hartford Board of Education. A growing interest on the part of Central Administrators and the Board culminated in a session at the University of Hartford which was attended by Dr. Overlan, and other representatives of CSPP.

The concept of Education Scholarship was first introduced to East Hartford principals, supervisors and head teachers at an informational meeting attended by the National Institute of Education (NIE) and CSPP representatives.

Finally the grant request was written during Connecticut's epic ice storm and power outage in December, 1973. NIE and CSPP personnel came to East Hartford during that week and at O'Brien School, one of two schools which had electric power, the grant request was written as administrators coped with emergencies in twenty-two schools. The grant was awarded on January 21, 1974 and the study began a few weeks later, on February 11, 1974.

Once the tasks were identified, the question of how they were to be carried out and by whom had to be decided. The Administration recognized not only that it had the necessary expertise within the school system, but also that it was crucial to involve the school system in the development and determination of its own future.

Some studies had to be sub-contracted. These were the school capacity study, enrollment projections, community surveys, transportation study and legal analyses. Administrative personnel in the departments concerned worked closely with consultants, and all other tasks were performed completely within the system.

It is important to realize that the school personnel who worked on this report did so in addition to their regular duties in the course of operating a school system. The only person released full time for organizing the study was the Project Coordinator, Mrs. Frances Klein, Supervisor of Reading.

Her responsibilities were to organize both major and sub-committees, contact the necessary consultants, speak to various groups requesting information and coordinate the entire effort.

Meetings began with an all day session attended by Central Office and Administrative Personnel to review the grant-request proposal. Bringing experience to this meeting were representatives of NIE and CSPP and two principals from the Alum Rock School District in San Jose, California, the first school district in the nation to implement a modified Voucher system.

Two central committees met on a weekly schedule during the study. The Central Administration's Committee for Open Enrollment analyzed the tasks to be done, reviewed and approved contracts with outside firms, and provided data to consultants as needed.

The Educational Council, consisting of all Central Office Administrators and all principals, supervisors, and department heads, formed committees and reviewed their work to arrive at a consensus on many issues presented. These included autonomy, admissions and transfers, a vehicle for disseminating admissions and transfer information (Parent Advice Team), teaching transfers, and a program description format to be used in writing the schools description booklet.

As teacher input was needed, particularly in the areas of teacher transfer and school autonomy, sub-committees were formed and included those teachers who volunteered. Teachers also volunteered to write the question and answer booklet "Extending Parents' Choice" which was published and distributed to parents and staff.

Perhaps one of the most significant of the many committee experiences throughout this effort, certainly one that involved the most people, was the writing of the individual school profiles which make up the "Our Schools" description booklet. It involved the use of grant money distributed to the schools ($22,938.00 to twenty-two schools), and this constituted an experience in autonomy as the staff and principals of each school had to decide, not only what their own school was all about, but how to best spend the grant money. One use, probably the most common, was to buy time to work on the description, a task which would seem simple enough but which in actuality involved an exchange of observations, opinions, philosophies, theories and every kind of dialogue concerning schools. These descriptions had to be done in such a way that parents could read them and better understand East Hartford's schools: their philosophies and goals, programs, organizational structures, staffing, and physical facilities, and in short, all those things parents need to know, to assist them in making a choice.

Remaining funds were used for a variety of purposes, all designed to find ways individual schools might better meet the needs of their students. Teachers in one school concentrated on the concept of affective education; others took on such subjects as the culturally deprived child, open education, interpersonal staff communication, a program to encourage reading for pleasure and the further development and refinement of the computer program for work attack skills.

Educational specialists were brought into schools to conduct workshops on such subjects as the humanistic approach to education; career education, including studies of how the pre-adolescent develops values, and on the topic, "Schools Without Failures".

Speakers at the high school level dealt with "Schools of the '70's" and such topics as Individual Differences in Classroom Teaching, The Classroom and Community Involvement, Strategies of Education the Special Need Child, Children's Value Development for Teachers and Counselors, Teaching the Adolescent, Group Dynamics and Classroom Management, and Reading Resources and Methods.

One of the high schools is producing a narrative film about its school.

During the study, one of the school social workers, Walt Thompson, visited the Sequoia Institute (a private non-profit organization which contracted with Alum Rock to implement its program) and reported his impressions of its organization and function to the Educational Council.

Joel Levin, Sequoia Director, met here with the PAT committee, a communications entity being designed for East Hartford's Open Enrollment Program. He later spoke to the Educational Council.

The staff of Pupil Personnel Services met within their own departments, in small cross groups and finally in a day long interdisciplinary workshop to describe their programs and services and examine their roles in an expanded Open Enrollment Program.

An informational session was held between the East Hartford District staff and the coordinators of the Sequoia Institute via a telecopier and telelecturer.

The project director, Dr. Diggs, and coordinator, Mrs. Klein, were ex-officio members of all committees and worked with them.

Throughout the study, the Board was kept informed of all developments. By May 6, 1974 a tentative rough draft of the final report of the Open Enrollment Project was submitted to members of the East Hartford Board of Education to afford them the opportunity to become familiar with its contents prior to an informational Board Session, which was held May 14.

During the week of May 29th informational sessions were conducted by the Project Coordinator who met with representatives and parents from each school in groups of twenty-six or less.

COMMITTEES

The Educational Council

Anthony Barcewicz - Principal
Leon Bassow - AV Coordinator
Margaret Bleezarde - Head Teacher
Raymond Brown - Principal
John Callahan - Principal
Emma Civittolo - Principal
Donald Cohen - Principal
William Corcoran - Principal
Eugene Diggs, Ed.D. Superintendent of Schools
George Dunn - Principal
Andrew Esposito - Head Teacher
William Evans - Principal
James Fallon - Principal
Jesse Goldbaum - Supervisor
Donald Hallquist - Supervisor
Ben Hancock - Principal
French Hey - Special Asst./ Superintendent
Charles Horvath - Supervisor
Helen Jeffrey - Principal
Marie Johnson - Supervisor
Norma Kibbe - Principal
Frances Klein - Coordinator
Anthony Krawczyk - Principal
Sam Leone - Director Administrative Services
Valentino Magro - Principal
Lionel McCabe, Jr. - Principal
Arthur Michals - Supervisor
Anthony Picano - Principal
Bennett Plotkin, Ph.D. Assistant Superintendent
George Scheyd, Ed.D. - Principal
David Walls - Principal
Gerald Welch - Principal
Richard Welch - Supervisor

Central Administration Open Enrollment Committee

Paul Costello - Business Manager
William Curtin - Staff Asst./ Superintendent
Eugene Diggs, Ed.D Superintendent of Schools
Ernest Grasso - Pupil Accounting
French Hey - Special Asst./ Superintendent
Frances Klein - Coordinator
Sam Leone - Director Administrative Services
Bennett Plotkin, Ph.D. Assistant Superintendent
Raymond Vail - Supervisor

School Autonomy Committee

Margaret Bleezarde - Head Teacher
Emma Civittolo - Principal
Marie DiCiancia - Teacher
Eugene Diggs, Ed.D. Superintendent of Schools
Helen Jeffrey - Principal
Raymond Johnson - Teacher
Jane Kubesh - Teacher
Kay McNamara - Teacher
Anthony Picano - Principal
Claire Renn - Teacher
David Walls - Principal

Admissions and Student Transfer Committee

Leon Bassow - AV Coordinator
Raymond Brown - Principal
Jesse Goldbaum - Supervisor
Donald Hallquist - Supervisor
Ben Hancock - Principal
Valentino Magro - Principal
George Scheyd, Ed.D. - Principal
Richard Welch - Supervisor

Teacher Transfer Committee

Janice Brian - Teacher
Jeannette Bruleigh - Teacher
Donald Cohen - Principal
Andrew Esposito - Head Teacher
William Evans - Principal
Paula Erickson - Teacher
James Fallon - Principal
Edythe Giusti - Teacher
French Hey - Special Asst./ Superintendent
Corrine Wandy - Teacher
Gerald Welch - Principal

PAT Committee

George Dunn - Principal
James Fallon - Principal
Helen Jeffrey - Principal
Valentino Magro - Principal
Arthur Michals - Supervisor
George Scheyd, Ed.D. Principal
Walter Thompson - Social Worker
Richard Welch - Supervisor

Extending Parents' Choice Handbook Committee

Barbara Byron - Teacher
Antone Corey - Teacher
Joanne Driscoll - Teacher
Donald Duncan - Vice Principal
George Dunn - Principal
Mae Gaines - Guidance Counselor
Mary Geary - Teacher
Harvey Harpin - Teacher
Margaret Hickson - Teacher
Anthony Krawczyk - Principal
Peter Lupi - Teacher
Valentino Magro - Principal
Joanne Ochs - Teacher
Rose Marie O'Dea - Teacher
Donald Repoli - Vice Principal
Jean Schug - Teacher
Steven Taylor - Teacher
John Tubiak - Teacher
Gloria Visgilio - Teacher

The Description Format Committee

Emma Civittolo - Principal
Donald Cohen - Principal
Andrew Esposito - Head Teacher
Arthur Michals - Supervisor

BEST COPY AVAILABLE

SECTION IV

TASKS RELATING TO PENDING POLICY ACTIONS

TRANSFERS

- SPACES - DETERMINED FROM CAPACITY STUDY AND ENROLLMENT PROJECTIONS
- AUTONOMY
- ADMISSION AND TRANSFER RIGHTS AND PROCESS
- PARENT ADVICE TEAM
- TEACHER TRANSFERS

TRANSPORTATION STUDY

POLICY EXTENSION

- EDUCATION SCHOLARSHIP
- INTERNAL ACCOUNTING PROCEDURE
- TITLE I AND COMPENSATORY VOUCHER
- LEGAL ANALYSIS
- PRIVATE SCHOOLS

SUMMARY CAPACITY AND ENROLLMENT

The Administration recognized that in order for an Expanded Open Enrollment Program to function efficiently, additional spaces were needed in district schools to accommodate new transferees. The District conducted a study of school capacities in terms of both program and architectural constraints. The study indicated that:

6 schools could accommodate 0-50 new transferees;
6 schools could accommodate 51-100 new transferees;
7 schools could accommodate 101-200 new transferees;
3 schools could accommodate 201-plus new transferees;

(See chart next page).

In addition to assessing school capacities, the district thought it necessary to project future enrollments for the next several years in order to estimate how school capacities would change over the years. A report submitted by a consultant to the district indicated that the pupil population will most likely continue to decrease during future years due to a decrease in single and multi-unit construction and a declining birth rate in the town. It is estimated that the district's student enrollment will decline approximately 17% over the next five years; and therefore excess capacity in existing schools and programs will increase. (See Appendix)

EXCESS CAPACITY
IN
EAST HARTFORD PUBLIC SCHOOLS

1973 - 1974 Figures

SCHOOL	ENROLLMENT	PROGRAM CAPACITY	SEATS AVAILABLE
BARNES	440	450	10
BURNSIDE	378	530	152
CENTER	560	771	211
GOODWIN	425	660	235
HOCKANUM	802	900	98
LANGFORD	414	465	51
MAYBERRY	364	500	136
McCARTIN	298	340	42
NORRIS	335	375	40
O'BRIEN	752	793	41
O'CONNELL	434	594	160
PITKIN	487	475	0
SECOND NORTH	138	140	2
SILVER LANE	379	435	56
SLYE	427	570	143
SOUTH GRAMMAR	168	240	72
STEVENS	177	300	123
SUNSET RIDGE	489	596	107
WILLOWBROOK	175	275	100
WOODLAND	147	200	53
Sub-Totals	7,789	9,609	1,832
E. H. H. S.	1,695	1,800	105
PENNEY	1,706	2,400	694
ALTERNATE H.S. PROGRAM	35	41	6
Sub-Totals	3,436	4,241	805
TOTALS	11,225	13,850	2,637

DECISION MAKING PROCESSES
FOR
SCHOOL AUTONOMY

The authority to plan, organize and implement school organizational patterns and programs by the individual school administrator within broad policies established by the Board of Education is of necessity an integral part of a system which allows schools to be different and parents to choose.

As a management concept the East Hartford School Administration for the past five years has been stressing assignment of, or the delegation of, decision-making authority to that level closest to operational responsibility, the school.

The individual school unit presently has the responsibility for determining many of the decisions for the school. These are primarily in the area of curriculum development, building organization, staff utilization and programming, which includes grouping, selection of material and equipment, evaluation and the structure of the school day.

The Central Administration makes financial decisions within the framework of the budget approved by the Board of Education. Human resources are allocated by Central Administration for each school. Allocation of teachers are based on a student-teacher ratio. Length of the school day and school year as well as the selection of custodians and secretaries are determined by contractual agreements. Special classes and/or students and special services are determined on a town-wide basis. Major maintenance problems, renovations and structural changes in the physical plant, while recommended by the local school administrator, are subject to the approval of Central Administration.

The individual school administrator, the principal, with the aid and advice of the school staff, presently exercises clear decision-making authority in the following areas:

1. Assignment of students for group or individual instruction.
2. Organization and scheduling of instructional time within the school day.
3. Selection of new teachers to the school.
4. Assignment of teaching staff within the school.
5. Selection of methods and techniques and purchase of materials and equipment to implement curriculum.
6. Determination of the appropriate method of communicating to parents their child's school progress beyond the basic minimal report required by the school system, i.e. parent-teacher conference, telephone call, written progress reports.
7. Provision of non-student contact time to individual staff members to work on educational problems and issues on a sustained basis through temporary assignment of substitute teaching personnel.
8. The study of new educational ideas, initiation of their limited use within the school and evaluation of results.

Individual school administrators and staffs have major input into decision-making process, although not to the point of determining, the following:

1. Assignment of students for special placement other than local school.
2. Assignment of special teachers to school from system-wide personnel reservoir.
3. Termination or mandatory transfer of certificated personnel.
4. Determination of maintenance projects which require specific budget funding.

ADMISSION AND TRANSFER RIGHTS AND PROCESS

ATTENDANCE RIGHTS

In order to make any plan of Open Enrollment acceptable to East Hartford parents, there must be guarantees that no student is going to be uprooted and forced to attend some school other than the one in his attendance area. A concept of the free choice envisioned in this program is to have the right not to have to choose if one doesn't want to, but also, to have the opportunity to choose if one does. In this way the program is a positive one starting from where we are now and going on from here, offering and extending choices.

> ANY CHILD RESIDING IN EAST HARTFORD
> IS GUARANTEED THE RIGHT TO ATTEND
> THE ELEMENTARY, MIDDLE OR SENIOR HIGH
> SCHOOLS IN HIS ATTENDANCE AREA.

When a child transfers to a school out of his attendance area, he picks up the right to remain a student at that school until he completes the final grade offered in that school.

> ONCE A STUDENT IS ENROLLED IN A
> SCHOOL HE HAS THE RIGHT TO REMAIN
> UNTIL THE LAST YEAR IS COMPLETED
> IN THAT SCHOOL.

When it becomes time to go on to a higher level school, such as a middle or high school, even though a student has transferred from his attendance area, he is guaranteed the right to enroll in the middle or high school in his attendance area. If he wants to attend a middle or high school outside his attendance area, a transfer application is necessary.

> A STUDENT WHO TRANSFERS FROM
> HIS ATTENDANCE AREA SCHOOL RETAINS
> ATTENDANCE RIGHTS AT SCHOOLS WITH
> HIGHER GRADE LEVELS IN HIS
> ATTENDANCE AREA.

TRANSFER RIGHTS

The need which started all of this thinking and planning, the heart of the matter, is embodied in the first transfer right:

> ANY STUDENT HAS THE RIGHT TO
> REQUEST A TRANSFER TO A SCHOOL
> OTHER THAN THE SCHOOL IN HIS
> ATTENDANCE AREA.

The remaining transfer rights define and modify this rule. Because we are starting with schools which have just so many spaces or seats with many of them possibly filled by students who do not want to transfer, it is necessary to accept transferring students as spaces are available. It is expected that a declining school population will increase this number each year, and that as people become more familiar with the concept of choice, and schools respond to it by becoming more diversified, transfer traffic will get heavier. New alternative schools may provide spaces as well as choices. The second transfer right, therefore is:

> STUDENTS WILL BE ACCEPTED ON A
> SEATS-AVAILABLE BASIS.

There could be instances when more students want to transfer into a school than there are spaces for them. It was decided that the fairest way to decide which student transfers are accepted would be to conduct a lottery.

> WHEN REQUESTS TO ATTEND A GIVEN SCHOOL EXCEED THE SPACE AVAILABLE, STUDENTS SHALL BE SELECTED ON A RANDOM BASIS THAT GUARANTEES ALL APPLICANTS AN EQUAL OPPORTUNITY OF SELECTION.

The right of one person cannot contradict the right of another. A student has the right to attend the school in his attendance area. The student who transfers into that school has the right to remain there until he completes the highest grade. The student who transfers out of his attendance area gives up his right, but in order to retain some element of it, should he want to go back, it was decided to give that student a preference or first choice on a seats-available basis.

> STUDENTS WISHING TO RETURN TO THEIR ATTENDANCE AREA SCHOOL WILL BE GIVEN PREFERENCE AFTER STUDENTS CURRENTLY IN ATTENDANCE ARE PLACED.

A major consideration in developing rules regarding transfers was to insure for students a continuity of learning; therefore certain times have been designated in which transfers may be made, although in some circumstances transfers may be allowed any time.

> PARENTS WILL BE ENCOURAGED TO KEEP CHILDREN IN A SCHOOL FOR A PERIOD OF AT LEAST ONE YEAR FOR EDUCATIONAL CONTINUITY. HOWEVER, PARENTS MAY REQUEST TO TRANSFER THEIR CHILDREN:
>
> A. PRIOR TO THE SCHOOL YEAR
>
> B. BEFORE EACH MARKING PERIOD FOR ENROLLMENT AT THE NEXT MARKING PERIOD
>
> C. EXCEPTION TO B, STUDENT WOULD BE RE-ENTERED WITH THE CONSENT OF THE SCHOOL PLANNING AND PLACEMENT TEAM

The Planning and Placement Team includes the classroom teacher and school principal, or his/her designee, the psychological examiner, reading consultant, social worker, school nurse, speech and hearing clinician or pathologist, and learning disabilities teacher.

THE TRANSFER PROCESS

The procedure for making a transfer to a school out of one's attendance area begins the April before the school year starts. At that time parents will receive an accurate, clear and concise description of all schools and programs in East Hartford. They will also receive a schedule which will indicate when they may discuss the schools and programs with those persons who are knowledgeable about them and fully able to answer their questions.

Parents will also receive a transfer-request form. If they intend to transfer their child to a school other than the one he is then attending, they must submit the transfer form to the Parent Advice Team (PAT) by the first week in May.

PAT, in turn, will process the transfer-request, notifying the parents, and the schools being entered and left, of the decision. PAT will also provide monthly school enrollment reports to the schools. When there are more applicants than spaces in a particular school, PAT will conduct a fair and impartial lottery and will notify the parents and the schools of the outcome.

When transfers are considered during the school year, any request for these must be made and submitted to PAT approximately five weeks before the start of each marking period during which the transfer is desired. The request forms and information about the schools and advisory services will be available at PAT and all East Hartford schools.

SCHEDULE FOR IN-YEAR TRANSFERS

Transfer Request Deadlines	Marking Periods Begin
1. October	November
2. December	January
3. March	April

The procedure for making transfers during the school year is almost the same as for those requesting a change in April before the school year. However, parents submitting a request for their first transfer will be encouraged to discuss the matter with the school staff and PAT personnel, and those parents who have already had a transfer request granted will be required to discuss any subsequent transfer requests with PAT personnel before they will be honored.

One of the major considerations in drawing up these rules and procedures was a concern for the student's continuity of learning as well as a concern for the right to transfer during the school year as well as before it begins. One solution was to try to insure that when a change is requested at a time when the student's learning would be interrupted, it is done carefully and knowingly, considering all aspects of it.

An emergency transfer is different still, and this may be made at any time. It may become obvious to the parents, teachers, or both, that a particular learning environment is not working or has become detrimental to the child. At this point the school's Planning and Placement Team becomes involved and every one concerned sits down together to determine whether or not a transfer is the answer.

PARENT ADVICE TEAM (PAT)

A major objective of the Parent Advice Team is one relating to communication. It is to insure that parents of students enrolled in the East Hartford Public Schools are fully informed and understand the various educational options, and that parents also fully understand the process of admissions and transfers.

This independent group would be headed by a director and would have the opportunity to communicate with the autonomous schools, having the same relationship to the Superintendent of Schools as do other administration officials.

The functions of PAT may be divided into three major categories: information collection, information distribution, and pupil accounting. Each function could be the responsibility of a separate component or bureau of PAT. There would be an Information Collection Bureau, an Information Distribution Bureau and a Pupil Placement and Accounting Bureau.

INFORMATION COLLECTION BUREAU

The primary function of the Information Collection Bureau is to collect the school information that would assist parents in making choices. The Bureau would collect program descriptions from the schools and data from in-house evaluation. Prior to being distributed to East Hartford residents this information would be verified and packaged for ease of comprehension.

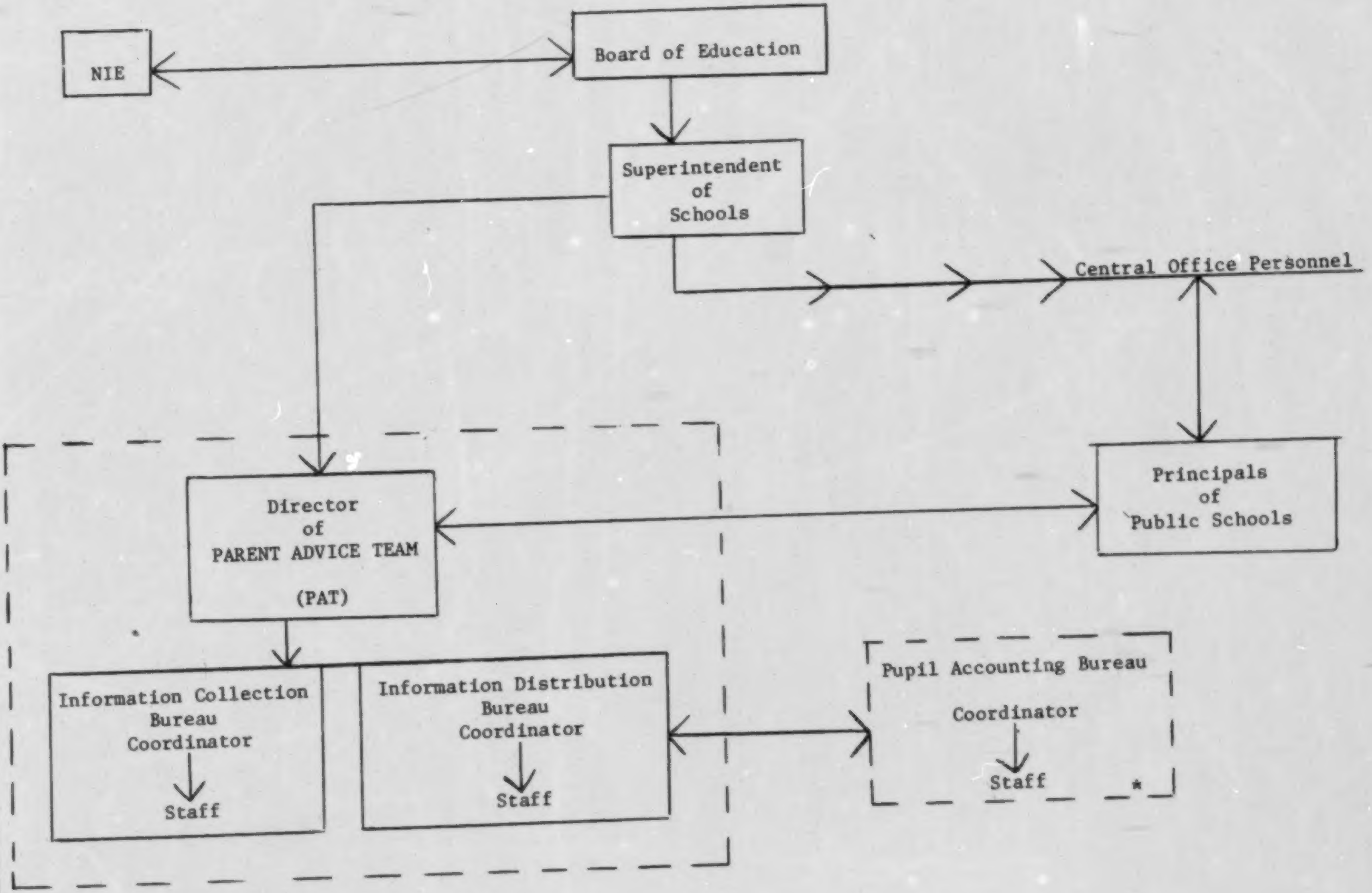
INFORMATION DISTRIBUTION BUREAU

The director of PAT will work with paraprofessionals and provide inservice training for them so they will be qualified to discuss the school descriptions and processes for transfer when they make home visits to each family which has a child in the East Hartford Public Schools.

These paraprofessionals will also prepare packets of descriptive material and essential forms, to hand deliver when making the home visits.

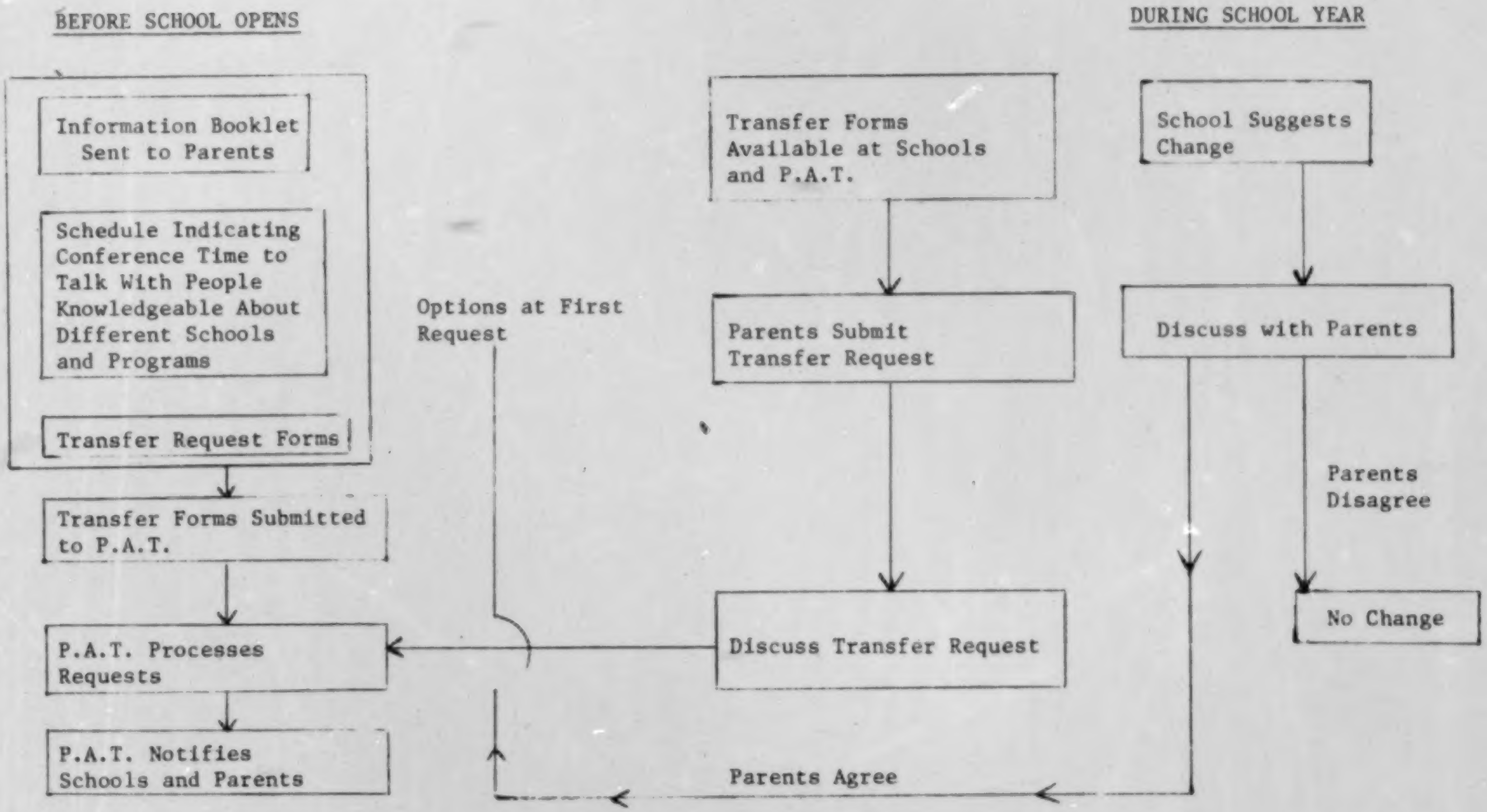
PUPIL ACCOUNTING BUREAU

This bureau will receive transfer request forms, process them, and notify schools and parents of the actions taken.


NIE
Board of Education
Superintendent of Schools
Central Office Personnel
Principals of Public Schools
Director of PARENT ADVICE TEAM (PAT)
Information Collection Bureau Coordinator
Staff
Information Distribution Bureau Coordinator
Staff
Pupil Accounting Bureau
Coordinator
Staff
*

PARENT ADVICE TEAM

*Internal Operation


BEFORE SCHOOL OPENS
DURING SCHOOL YEAR
Information Booklet Sent to Parents
Schedule Indicating Conference Time to Talk With People Knowledgeable About Different Schools and Programs
Transfer Request Forms
Transfer Forms Submitted to P.A.T.
P.A.T. Processes Requests
P.A.T. Notifies Schools and Parents
Options at First Request
Transfer Forms Available at Schools and P.A.T.
Parents Submit Transfer Request
Discuss Transfer Request
School Suggests Change
Discuss with Parents
Parents Disagree
No Change
Parents Agree

TRANSFER PROCESS

TEACHER TRANSFERS

A partially new and clarified teacher transfer policy developed out of meetings concerned with the question of the way in which teacher transfers would be affected by Open Enrollment. A committee, composed of school principals, volunteer teachers and the special assistant to the superintendent responsible for personnel, held two meetings, from which evolved recommended procedures.

It was noted that transfers of certified staff are made in the following situations: the principal may request that a teacher be transferred out of the building; the teacher may want a different assignment; a transfer may be mandatory because a position has been eliminated. Decreasing enrollment has eliminated a number of positions, necessitating transfers and reducing the number of spaces available for transfer.

The new recommendations evolve from the observation that a teacher may experience the fear that he or she might lose his or her present position by the process of requesting a transfer which may not be forthcoming. The new recommendations also provide for the updating and posting of information regarding possible vacancies.

The recommendations:

> IN THE SPRING OF EACH YEAR, TEACHERS PRESENTLY FILE AN AVAILABILITY SLIP WITH THE PERSONNEL OFFICE. AT THAT TIME THEY CAN ALSO REQUEST A TRANSFER TO ANOTHER POSITION. WHENEVER A TEACHER REQUESTS A TRANSFER, HE/SHE WOULD STILL MAINTAIN HIS PRESENT POSITION, UNLESS IT HAS BEEN INDICATED TO HIM/HER THAT THE BUILDING PRINCIPAL HAS REQUESTED HIS/HER TRANSFER. (TRANSFER REQUESTS CLOSE ON JUNE 15TH).

> BEFORE APRIL 1ST OF EACH YEAR PRINCIPALS MEET WITH THE ADMINISTRATION ON EVALUATIONS OF PERSONNEL AND AT THAT TIME INDICATE STAFF MEMBERS WHOM THEY RECOMMEND FOR TRANSFER TO ANOTHER ASSIGNMENT. PERSONNEL WHO ARE FORCED TO TRANSFER SHALL BE NOTIFIED BEFORE JUNE 1ST (AS PER CONTRACT).
>
> LISTS OF ALL POSSIBLE VACANCIES WILL BE POSTED ON SCHOOL BULLETIN BOARDS AFTER MAY 1ST EACH YEAR AND UPDATED EVERY TWO WEEKS.
>
> THE PERSONNEL OFFICE COLLECTS THE PREFERENCE FOR TRANSFER FORMS AND THE PRINCIPALS' RECOMMENDATIONS FOR TRANSFER. IT THEN COMPILES A LIST OF ALL CERTIFIED STAFF WHO ARE TO BE INCLUDED ON THE POSSIBLE TRANSFER LIST.
>
> A THIRD AND IMPORTANT FACTOR IN DEALING WITH TRANSFERS AND REQUESTS FOR TRANSFERS IS AN INDICATION OF STAFF MEMBERS WHO PLAN TO RETIRE, LEAVE THE SCHOOL SYSTEM FOR ANOTHER TEACHING ASSIGNMENT, OR WHO FOR VARIOUS REASONS LEAVE THE EAST HARTFORD COMMUNITY. THIS GROUP THEN BECOMES OUR VACANCY LIST.
>
> WHEN VACANCIES DO OCCUR AND WHEN TRANSFERS ARE REQUESTED, BUILDING PRINCIPALS IN MOST CASES INTERVIEW ALL PERSONNEL WHO HAVE REQUESTED ASSIGNMENT TO THAT SCHOOL POSITION. IT MUST BE NOTED THAT THE BUILDING PRINCIPAL SHOULD HAVE SOME PREFERENCE AS TO WHO IS ASSIGNED TO HIS BUILDING.

Two new forms have also been developed and are recommended. On one, all teachers indicate availability for the following year; on the other, if the teacher so desires, he or she may request a transfer without jeopardizing a present assignment.

EAST HARTFORD PUBLIC SCHOOLS
SPECIAL ASST./SUPERINTENDENT

Date

TO: All Professional Staff

FROM: Personnel Office

RE: Availability for ______________________________

To develop preliminary plans for the ________________ school year and before definite assignments are made it is necessary to know the intent of the present staff. Will you please indicate your availability as a teacher in East Hartford for the next school year.

If you indicate that you are not returning next year, we would appreciate a formal letter of resignation or retirement addressed to the Special Asst./Superintendent. If there is a question regarding your availability for next year, please place your comments and concerns at the bottom of the form provided.

Name______________________________School_____________Grade Level_____

I will be available for the ______________________________ school year.

I will not be available as a teacher in the East Hartford School System for the ______________________________ school year.

____
Signature of teacher

Special Note:

FLH/FK/ejd
4/27/74

EAST HARTFORD PUBLIC SCHOOLS
SPECIAL ASST./SUPERINTENDENT

Date

TO: All Professional Staff

FROM: Mr. French L. Hey, Spec. Asst./Supt.

RE: Request for transfer

According to the contractual agreement, any staff member who desires transfer within the school system must notify the Personnel Office by April 1st.

The form below is provided for all personnel who wish a transfer within the system. If you are presently planning to be in the same building for next year it is not necessary to fill out this form for the Personnel Office.

We shall do our utmost to honor your wishes regarding assignments. It will be the responsibility of each teacher requesting transfer to state whether his/her certification covers assignment or grade level requested.

REQUEST FOR TRANSFER

I am requesting transfer to: ______________________________
School Grade Levels

I am currently certified for the following grades and subject:

____
Grades and Subject

Special Note: ______________________________
Signature

FLH/FK/ejd
4/27/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

TRANSFER REQUEST FORM

Complete this form if you desire a transfer for your child.

Student's Last Name	Student's First Name	Date of Birth	Sex

Address	Telephone Number

School Presently Attending	Grade	Date of Entrance

Reason for Withdrawal (optional):

School Desired	Grade	Desired Date of Entrance

Reason for Transfer (optional):

Parent or Guardian Last Name	Father's Name	Mother's Name

Parent or Guardian's Signature

I. OPEN ENROLLMENT TRANSPORTATION STUDY CONCLUSIONS/RECOMMENDATIONS

Determination of cost estimates for added pupil transportation expenditures incurred in an open enrollment environment was the primary aim of the Educational Coordinates study herein documented. Secondarily, Educational Coordinates sought to establish the feasibility of operating such a transportation service.

Educational Coordinates' analysis and report propose a concept that envisions grouping schools for routing purposes in order to keep cost within reason without infringing unnecessarily on student comfort or safety. Using hypothetical data and random selection techniques which applied percentage change levels stipulated for study purposes by East Hartford Public School Administrative staff members, Education Coordinates was able to demonstrate the operational feasibility of this proposed concept and to approximate the maximum and minimum costs associated with implementation thereof. Conclusive determination of actual costs could not, of course, be made without empirical data on which to base the analysis and cost estimates. Nonetheless, it is possible to project an approximate minimum additional expenditure ranging between $214,000. and $450,000, depending on the number of students who might participate. Estimated costs at a maximum, Educational Coordinates found, would approach or slightly exceed $1,000,000, again depending on which and how many children participate.

In pursuing the stated study objectives to a conclusion, Educational Coordinates has developed several opinions and one major recommendation for future action.

Educational Coordinates' study shows clearly that pupil transportation in an open enrollment environment of any magnitude will be operationally costly, though feasible. Moreover, planning and controlling the function under such circumstances will be at best a difficult task. For instance, pupil transportation planning will surely require a sophisticated computer routing and scheduling system, and daily operational control could be seriously complicated by alterations in school choices.

Currently East Hartford has budgeted $176,872.00 for transportation of typical students. It is clear from Educational Coordinates study that the budget will almost surely more than double should only 7.5% of the students opt to attend remote schools. Educational Coordinates can only conclude that provision of open enrollment transportation service using an OETU approach is operationally feasible.

In looking to the future, should open enrollment with board supplied transportation be instituted in East Hartford Public Schools, Educational Coordinates strongly urges development of a computer assisted approach to pupil transportation routing and scheduling. Employing such a management tool would be critical to economically successful inauguration and operation of service. Indeed, only with such a tool operating on live data can accurate cost determinations be made.

Furthermore, the myriad possibilities for effecting cost reductions by varying bell times can only be guessed at without the aid of computer planned and coordinated route data. Similarly, valid projections on vehicle reutilization potential can only be made by computer. For example, while it does seem at first that costs could be reduced by reusing Penney High busses to serve East Hartford High as well, Educational Coordinates cannot establish that possibility as fact without applying complex routing and scheduling techniques to live data.

Educational Coordinates further recommends that measures be taken now, if they have not already been, to insure vehicle availability. Even at the lowest percentage change level studied, twenty-four (24) additional buses are apparently required.

In final summary, Educational Coordinates' study has shown that East Hartford can provide adequate pupil transportation service in an open enrollment environment, but at an additional cost probably in excess of the current year operating budget for transportation.

CONCEPT OF THE EDUCATION SCHOLARSHIP

The Education Scholarship is a means by which parents may exercise fiscal prerogatives as well as make wise decisions. The Education Scholarship must be transferable to various educational settings, and must not lose its character from place to place or from time to time.

For this purpose the Education Scholarship in East Hartford which most accurately reflects the cost of educating a student for one school year would come from a formula which would be interpreted at three different levels from data relevant to that level. The levels would be K-5, 6-8, 9-12.

The scholarship for each level would be calculated from the following formula:

The gross annual budget (GAB) for that particular level minus the following:

1. regular and parochial student transportation
2. classes for special education students and special education transportation
3. tuitions for students outside the school system
4. bonded indebtedness

The resulting number would then be divided by the total school enrollment after the student enrollment in special education classes have been deducted from the total school enrollment.

This formula expressed as a formula, assigning:

would be:

$$ES = \frac{GAB - (1+2+3+4)}{TES - SEC}$$

GAB as gross annual budget at the appropriate level

TSE as the total school enrollment

SEC as the special education classes

ES as the Education Scholarship for the appropriate level

RATIONALE

This formula would exclude those funds which would not be assigned to the individual school within the school system or to private schools. These costs are mandated by state statute (except for debt service). These are expenses which would not be incurred by a private school on a mandatory basis. Note: the cost for Special Education for special classrooms would include all costs related to the operation of a special classroom such as adjustment classes, EMR, TMR, learning disabilities, language classes and physically handicapped.

Special education costs which would be included in the Education Scholarship computation would be those services which are available to the typical student in the typical classroom. They would be psychological examiners, itinerant speech teachers, itinerant learning disability teachers, itinerant social workers.

INTERNAL ACCOUNTING PROCEDURES

Within the school system the educational scholarship would be divided into three components, although the total value would be uniform from school to school and within the same school.

Accounting procedures, to be established, would provide for accounting of education scholarship.

1. Instructional/Operational dollars

   These are funds over which the school administrator and staff would have wide discretion in their expenditure.

2. Fixed Cost dollars

   These are funds over which the school has little control. They would include funds for utilities, insurance, maintenance.

3. Equalization dollars

   These are funds over which the school has no control. They would include monies to equalize salary accounts from school to school so that each school is charged an average cost per teacher although the individual would receive a salary based upon negotiated agreements.

Accounting procedures would denote costs to school in all three areas, although 2 and 3 would be more informational than operational.

TITLE I AND THE COMPENSATORY VOUCHER

For the current fiscal year East Hartford Public Schools will receive $147,859 from Title I, the major component of the Elementary and Secondary Education Act passed by Congress in 1965. The school system also receives about $80,000 each year in state funds from State Aid to Disadvantaged Children provided for in Public Act 35. It is the equivalent of Title I on the state level. Both are used to meet the needs of economically deprived youngsters from 4 years old through 4th grade.. The programs which provide this are concentrated in six elementary schools: Center, Mayberry, Second North, South Grammar, Willowbrook and Norris.

While noting that the proposed Open Enrollment Program, if adopted, would not affect these monies, the Director of Administrative Services in the East Hartford Public School System, Sam J. Leone, did stress that Open Enrollment could affect the children who benefit from Title I if they chose to attend schools other than the ones they attend. The Title I money and its programs would remain in those six schools as it is now set up.

A compensatory voucher is a concept included in some voucher models and provides for additional money to be added to the regular voucher for educationally deprived youngsters. Since the compensatory voucher, along with the regular voucher, would travel with the child to whatever school he chooses to attend, and assuming the source of this compensatory money were Title I and the state SADC funds, then the services to the students moving would be diluted.

Guidelines for identifying children under Title I include: children whose families are welfare recipients, residents of low-cost housing, from broken homes, foreign born, or of non-English speaking background or whose income is on the poverty level. First priority is given to children of economically depressed families and non-English speaking background.

State guidelines are similar, specifying categories of low income, linguistically deprived and culturally deprived.

Mr. Leone did not recommend that East Hartford be involved in compensatory vouchers and gave the following reasons:

1. ESEA Title I funds provide compensatory services in five of twenty-two schools. If a student were to transfer from a Title I school to a non-Title I school, services would not follow the student.
2. Funds taken from Title I schools to follow students (compensatory voucher) would reduce services at the five Title I schools.
3. Testing and evaluation of students who transfer from Title I schools would be invalid.

Based on present guidelines for the fall of 1974, if economically deprived students in the six state/federal grant schools were to transfer in large numbers to other schools, then the school administration would have to re-evaluate the eligibility of the schools to receive Title I funding, based on present legislation and currently proposed legislation before Congress.

LEGAL ANALYSIS

I. INTRODUCTION AND SUMMARY

In connection with this report, a legal study has been made of "the demonstration program act of 1972", the basic enabling Connecticut legislation authorizing East Hartford to enter into a demonstration program.

The basic requirements of the act are described in the act's purpose to make schools more responsive to the needs of children and parents; the designation of the appropriate administrative authority; the determination of eligibility of students and private schools; the contractual cost arrangements with the appropriate federal agency; the limitation to a duration of five years; and the reporting procedure to the state board of education and joint standing committee on education of the general assembly.

The language of the demonstration program act of 1972 does not cover all legal matters rasied in connection with East Hartford's demonstration program. Appendix sets out specific legal issues. There is related legislation which East Hartford may be able to utilize to solve problems caused by ommissions from the 1972 act. In addition East Hartford should consider seeking clarifying legislation of ambiguitites in the act.

The Church-State issue will be a major legal obstacle to the inclusion of parochial schools in the program.

Proposed administrative regulations and contractual provisions governing federal funding should be scrutinized as they develop to assure compliance with the demonstration program act of 1972 and related statutes.

II. THE DEMONSTRATION PROGRAM ACT OF 1972

During the 1972 session, the general assembly enacted the "demonstration scholarship program act of 1972". This Connecticut statute differs from any other in the United States. The demonstration program act of 1972 sets forth a comprehensive set of responsibilities, powers, rights, duties, and restrictions applicable to what is popularly referred to as a "voucher system". This 1972 law permits the East Hartford Board of Education to undertake a demonstration program. The basic legal requirements are as follows:

A. Purpose of Act

By its terms, the intent and purpose of the legislation is "to develop and test the use of education scholarships" . . . "as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which the quality and delivery of educational services are affected by economic incentives."

B. Administration

The East Hartford Board of Education determines the area of the town where the demonstration program is to take place, designates a "demonstration board", which may be itself, and may contract with the appropriate federal agency for funds. The demonstration board adopts regulations and administers the demonstration progra

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C. Eligibility of Students

The parent or guardian of each student resident in the "demonstration area" is entitled to a drawing right or other form of voucher equal in value to those of every other student. The minimum basic scholarship shall be "the level of average current expense per pupil for corresponding grade levels in the public schools in the demonstration area in the year immediately preceding the demonstration program." "Disadvantaged students" are entitled to additional or "compensatory scholarships."

D. Eligibility of Private Schools

In order to be eligible to participate a private school must meet a number of requirements, the following being the most significant:

1) it must not discriminate;
2) it must not charge a fee above the education scholarship;
3) its financial and administrative records must be open to the public;
4) it must provide comprehensive written information so that the nature and quality of its educational programs can be judged;
5) it must meet state rules and regulations for private schools, for example, health and safety requirements;
6) it must meet additional requirements established by the demonstration board.

E. Contract with Federal Agency

The demonstration program act of 1972 is intended to prevent increased cost to the towns participating in a demonstration program. Accordingly, East Hartford's contract with the appropriate federal agency must provide that the federal government pay at least the following additional costs incurred in organizing and administering the demonstration program:

1) costs of organization of demonstration program;

2) transportation costs;

3) any possible decreased economies of scale or increased costs per pupil caused by the transition to a demonstration program.

F. Duration and Reports

Without further legislation, the scholarship program may not exist for longer than five years after it begins. The demonstration program must be evaluated and the results "reported in detail to the state board of education and the joint standing committee on education of the general assembly".

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III. RELATED LEGISLATION

East Hartford cannot adopt a voucher system in any way inconsistent with the 1972 legislation. However, it is quite possible that parts of the East Hartford scholarship program as it develops will not come directly within the provisions of the demonstration program act. Since 1969, there has been Connecticut statutory authorization for the development of innovative or experimental educational programs. The applicable statutory provisions condition implementation of any such programs on approval by the State Board of Education. As to at least those parts which may require supplemental enabling legislation, East Hartford should work cooperatively with the State Board of Education.

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IV. FUTURE LEGAL CONSIDERATIONS

Appendix sets forth the legal issues which have been under study and a number of conclusions. Other legal problems will arise as the program is developed. The inclusion of private schools, and in particular parochial schools, will have major legal ramifications. It is most likely that East Hartford's demonstration program will be challenged in court proceedings on one or more of these legal issues.

A. Clarifying Legislation

The demonstration program act of 1972 differs substantially from any other legislation. Similarly, the particular scholarship program contemplated by East Hartford is unique. Without either precedent or a fully developed model to follow, the 1972 legislation had to be drafted in broad terms in certain areas so as to avoid unnecessary restrictions and to achieve flexibility, and narrowly in other areas so as to assure that the legislative intent could not be subverted. As a result there are certain ambiguitites in the act. Some of the more important questions with tentative conclusions are indicated below:

1) Are private schools outside the demonstration area eligible to participate in the demonstration program? No.

2) Can parochial and private school vouchers be discounted? Yes.

3) Is a private school that charges some other students more than those participating in the demonstration program ineligible? Yes.

4) Will students attending private schools pursuant to the demonstration program continue to be included in "average daily membership" computation? Yes.

5) Who are "disadvanted students"? These are probably words of art for which the federal definition would carry over.

As to these questions, the language is either so ambiguous that counsel cannot give the Board clear direction or the question is so important that it must be answered with relative certainty. Due to the lengthiness of court proceedings and

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the doubtful nature of the outcome, East Hartford should consider seeking clarifying legislation.

B. The Church-State Issue

The scholarship demonstration program act of 1972 has been drafted so as to avoid to the extent possible the separation of church and state issue. It appears that now only a court is in a position to determine whetherthe demonstration scholarship program act of 1972 violates the establishment clause of the First Amendment to the U.S. Constitution. The application of the establishment clause to the East Hartford demonstration program appears to differ significantly from any prior application thereby raising a legal issue of first instance. A study of this complex and critical issue is not within the scope of the legal analysis for this report. A final judicial interpretation of this issue will determine whether parochial schools may participate in the program.

C. Regulations of the Demonstration Board

As this part of the report is in the process of preparation, the proposed regulations for use by the demonstration board are being reviewed to determine whether they are consistent with the demonstration scholarship program act of 1972. This should be an ongoing process of review and revision, if necessary.

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D. Contract with Federal Agency

Any proposed contract with the applicable federal agency should be reviewed carefully to assure that it protects the East Hartford Board of Education and that it is consistent with the scholarship program act of 1972 and other applicable laws.

PRIVATE SCHOOLS

This section deals with questions having to do with private school participation in an expanded Open Enrollment Program. Public Act 122 of the Connecticut Statutes provides for the inclusion of private as well as public schools in a test of education scholarships. One of the tasks outlined in the grant request to National Institute of Education (NIE) was to develop specific rules and regulations for such private school participation. Besides addressing that issue, this section also details various steps which would be taken by individuals or groups wishing to establish new private schools which could participate in the expanded Open Enrollment Program.

PRIVATE SCHOOLS WHICH COULD PARTICIPATE

If East Hartford were to decide to institute an expanded Open Enrollment Program consistent with the provisions of Public Act 122, four categories of private schools could conceivably participate in the program: 1) non-profit; 2) proprietary (profit making); 3) parochial; and 4) "secularized parochial".

If the East Hartford Board of Education were to adopt a policy expansion in line with the provisions of Public Act 122, certain private non-profit schools located in East Hartford would automatically be allowed to participate in the program. In addition, however, the Board would have to decide whether or not to allow the participation of other kinds of private schools.

If the Board of Education decided to permit private proprietary school participation, no legal barriers would be encountered. If, on the other hand, the Board decided to permit parochial school participation, this ussue would have to be clarified in the courts. Whether or not parochial school or "secularized parochial school" (a term which requires definition) participation is legal is not yet clear.

ELIGIBILITY CRITERIA FOR PARTICIPATION OF ALL PRIVATE SCHOOLS

If it were determined that certain private schools would be allowed to participate in the expanded Open Enrollment Program, all those schools would have to meet all state regulations regarding private schools as well as all East Hartford Board of Education requirements for the Open Enrollment Program. These include:

1. Admissions Criteria
2. Written descriptions of their school which are similar in format to the public schools and are verified. These descriptions would identify:
    a. name of the school
    b. location of the school
    c. name of administrator
    d. grade level of students
    e. estimated number of pupils to be enrolled
    f. seats available
    g. school philosophy
    h. program goals
    i. curriculum offerings
    j. evaluation methods - internal
    k. reporting system to students and parents
    l. qualifications of teachers, administrators and other staff
    m. description of physical plant
    n. salary accounts for staff
3. Statements regarding administrative and financial records open to the public
4. Bookkeeping system conforming to public school accounting system
5. External evaluation
6. Minimum number of twenty-five students constituting a school
7. Financial background statement
8. Tuition costs statement
9. Hours of school day
10. Number of school days constituting a year.

Prior to receiving operational funds, a private school would have to be deemed eligible to participate in the program by the East Hartford Board of Education. The school would be deemed eligible if it submitted a statement of compliance with all state rules and regulations regarding private schools and all East Hartford Board of Education rules for Open Enrollment, provided the school actually was in compliance with these requirements.

EDUCATIONAL PLANNING GRANTS

In order to facilitate the creation of new educational options during the course of an expanded Open Enrollment Program, the East Hartford Board of Education should consider providing various kinds of assistance to individuals and groups interested in establishing new private schools. One kind of assistance which could be offered is herein called Educational Planning Grants.

PROCESS FOR SECURING AN EDUCATIONAL PLANNING GRANT

An Educational Planning Grant (minimum $300.00, maximum $1,500.00) may be provided out of federal funds to an individual or group seriously considering starting a school. The establishment of alternative forms of education is encouraged under the concept of Open Enrollment as the creation of these alternatives would provide a greater variety of choice to meet varying needs of students.

The Administrator of Private Schools, a position to be instituted if a policy extension consistent with Public Act 122 were adopted, would provide information regarding eligibility criteria and the process for securing grants to those interested. Interested groups or individuals would submit a proposal detailing their funding request to the Committee for Private Schools, a committee which would be appointed by the East Hartford Board of Education. This committee would then forward the proposal to the Administrator of Private Schools, who, in turn, would forward it to an Ad Hoc Private School Group composed of parents and representatives of the Private Sector.

A proposal requesting planning funds would include: 1) a statement of intent to follow all state rules and regulations regarding private schools and all East Hartford Open Enrollment rules and regulations; 2) a work plan for spending money and a time frame detailing when the money is to be spent; and 3) a description of the individuals or group which would be involved in the planning process.

The Administrator would review the proposal with the individual or group and with the Ad Hoc Committee. If the Administrator and the Ad Hoc group recommended funding, the group requesting planning funds and the School Board's Committee for Private Schools would be so notified. The East Hartford Board of Education could follow or not follow the recommendations of the Administrator and the Ad Hoc group as the Board of Education is the final decision-maker in the district.

If the Ad Hoc Committee did not recommend funding and the Board of Education's Committee for Private Schools concurred with this recommendation, the group or individual requesting planning funds would have the right of appeal to the Ad Hoc group, and to the Board of Education's Committee for Private Schools. The proposee would also have the right to refine and resubmit the proposal in which case the process for obtaining the grant would be reinstituted.

EDUCATIONAL PLANNING GRANT AWARDED

If the Administrator and Ad Hoc Committee recommended funding and the Board of Education's Committee for Private Schools and the Board as a whole concurred, the Administrator of Private Schools would allocate and monitor the grant funds to specified categories by receiving and paying bills.

When the planning as designated in the proposal was completed, the individual or group which had received the funds would submit a final report to the Administrator of Private Schools. The Administrator would then forward the final report to the Ad Hoc group and the Committee for Private Schools. The final report would include a narrative description of what had been done, the conclusions reached, and a statement detailing expenditures.

If, after submission of the final report the individual or group decided to proceed with establishing the proposed school, the individual or group could decide to request additional planning and implementation monies - something which is here termed a School Participation Grant/Loan.

SCHOOL PARTICIPATION GRANT/LOAN

A School Participation Grant/Loan (minimum and maximum amounts to be determined) would be awarded to an individual or group wishing to establish a private school to enable that individual or group to: 1) further plan; 2) lease and renovate a site to bring it up to state safety and health regulations; (a formula for determining amounts would need to be determined) and 3) purchase those materials and equipment which a school should start with. (A formula for determining amounts would need to be determined).

An application for a School Participation Grant would consist of several kinds of materials. These materials would be submitted by the individual or group requesting the funds to the Board of Education's appointed Committee for Private Schools. The Board Committee would forward the materials to the Private School Administrator, who, in turn, would forward them to the Ad Hoc Private School Group.

An application for a School Participation Grant would contain the following materials:

A. A letter of intent to establish a private school with an accompanying statement of intent to comply with all state rules and regulations regarding private schools and all East Hartford Board of Education Open Enrollment rules and regulations.

B. Letters of intent to enroll students in the school signed by parents and notarized.

C. The groups certificate of incorporation, corporate charter, and by-laws.

D. A detailed, clear and concise description of the proposed school, to include:

1. name of school
2. desired location
3. administrator
4. seats available
5. program goals
6. major program offerings or curriculum
7. organization of program
8. materials used (texts, AVA, etc.)
9. administrative organization
10. educational policies
11. anticipated age groups and grade levels
12. estimate of number of students to be enrolled in the first year
13. approximate class size
14. estimated pupil-teacher ratio
15. qualifications of teachers, administrators and other staff

16. evaluation procedures - internal
17. student involvement
18. parent involvement
19. reporting procedures
20. physical facilities

E. A description of expansion plans. If in the first year of the school's existence, at least___% of the school's spaces can be randomly allocated to pupils whose parent's apply, the school need not expand its facilities in its second year. On the other hand, if, in the school's first year all or most of its spaces are occupied by children the school selected, the school must give assurances that at least___% new spaces will be made available the next year to new applicants who would be randomly selected if the school were over-applied.

F. A start-up budget request identifying dollar amounts being requested for rent (prior to the school's opening officially) renovations, and start-up equipment and supplies.

REVIEW PROCESS

The Board appointed Committee for Private Schools would receive these materials and forward them to the Administrator for Private Schools and the Ad Hoc Committee for their review. After reviewing the materials, the Administrator and the Ad Hoc Committee would either recommend or not recommend funding. In either case, the group requesting the funds and the Committee for Private Schools would be notified of the Administrator's and the Ad Hoc Group's recommendation.

If the proposal were not acceptable to the Ad Hoc group (and not acceptable to the Committee for Private Schools), the group requesting the funds could refine and resubmit the proposal to the Board's Committee for Private Schools and the process would be reinstituted. If the proposal were again rejected, the proposee could request a hearing with the Committee for Private Schools. Rejection at this step would be final.

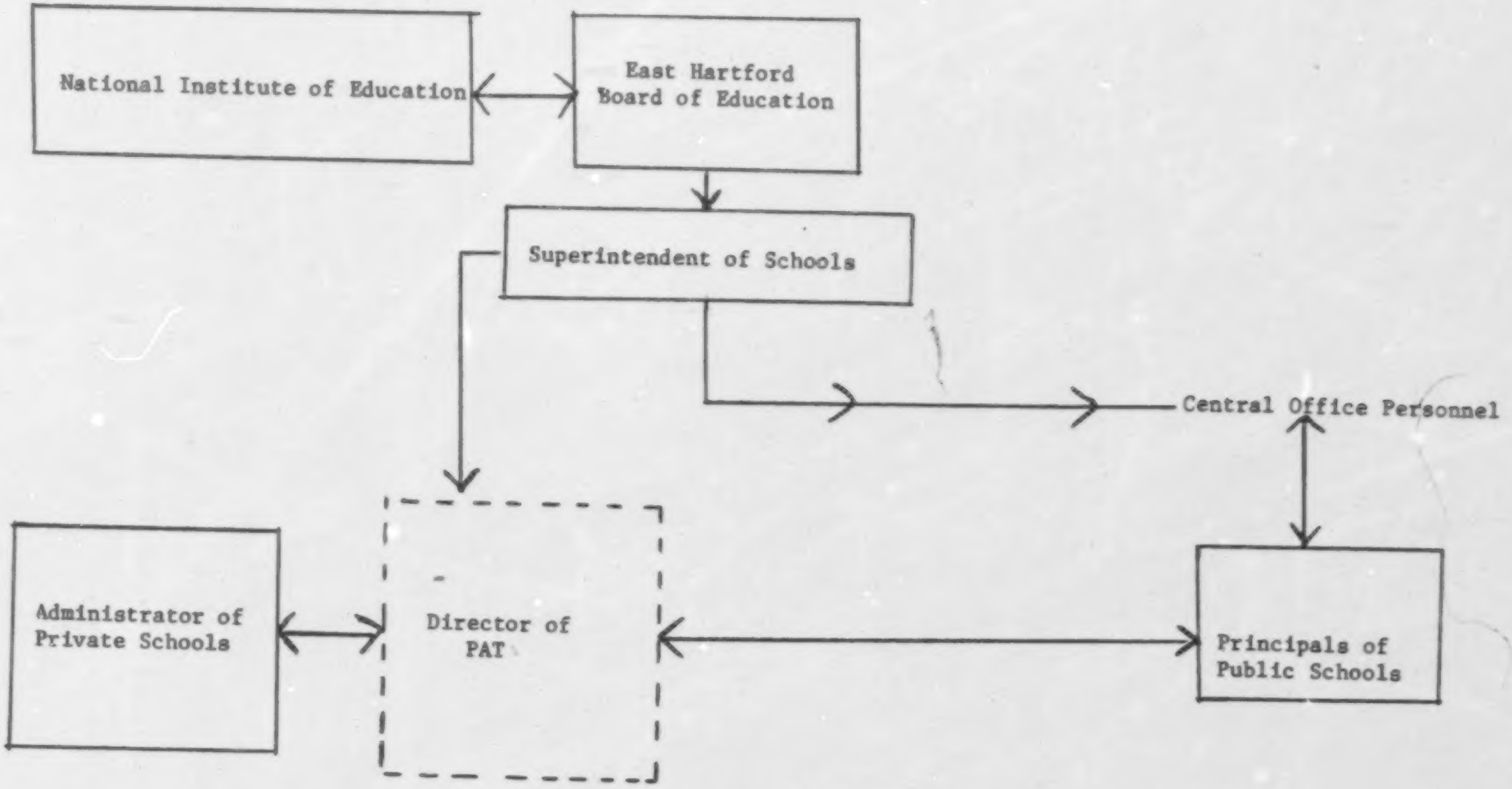
ACCEPTANCE OF A PROPOSAL FOR A SCHOOL PARTICIPATION GRANT (deemed eligible)

If the proposal is accepted by the Ad Hoc Advisory Group, the

Committee for Private Schools, and the Board of Education, the group requesting the funds would be notified and funds would be allocated. As before, the group receiving the funds would have to submit a final report to the Administrator of Private Schools after the participation grant had been expended.

VIOLATIONS

If, during the course of a year a private school is found to be in violation of the terms of the statement of compliance, the school must correct its violations within a specified period or the Board of Education will withdraw funds.


National Institute of Education
East Hartford Board of Education
Superintendent of Schools
Central Office Personnel
Administrator of Private Schools
Director of PAT
Principals of Public Schools

SCHEMATIC DESIGN OF PUBLIC AND PRIVATE SCHOOLS

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SECTION V

COMMUNITY SURVEYS

MAJOR FINDINGS

Parents expressed favorable opinions regarding the quality of the education currently offered in the East Hartford Public Schools. Despite this high level of satisfaction, they also indicate substantial interest in, and support for, diversity of programs across schools, and parental choice among schools. Professional Staff Members were equally supportive of the need for diversity across schools to meet individual pupil needs, but considerably less supportive of parents choice of schools. When asked whether they favored adoption of the program for East Hartford, 60% of the parents and 38% of the professional staff offered endorsement. Younger parents, and staff members relatively new to the system, consistently expressed the most supportive views.

Increased parental involvement and satisfaction, and greater professional staff participation in program planning and budgeting, were generally agreed upon as the favorable outcomes to be expected of the program.

The findings suggested that parent participation will be motivated primarily by a desire to remove a child from what the parent views as an unfavorable setting. Transfers based on a positive interest in a particular type of program, while likely to occur, will not be frequent. The data further indicated that the percent of families that will exercise a transfer option may range from a high of 15% to a low of 4%.

There is majority support for the payment of the associated transportation costs, with substantial support by parents under 40 years of age.

Approximately one-half of the parents, and 40% of the professional staff, favor the payment of city funds to private schools for students eligible for enrollment in the East Hartford Public Schools.

On the basis of these findings, the following conclusions are offered:

1. That there exists substantial parental support for adoption of the proposed expanded open enrollment program.

2. That there exists moderate but encouraging professional staff support for the proposed program.

To gather information on the attitudes of parents and teachers toward the proposed Open Enrollment Program, three separate surveys were conducted:

1. Brief questionnaires were distributed by mail to nearly all homes of school age children in East Hartford. Approximately 8,000 questionnaires were mailed; approximately 2,100 were returned.
2. A stratified random sample of 406 parents was selected for personal interviews in their homes. The sample of parents was selected from the rosters of students in each school in proportion to the total number of children enrolled in each grade. Two hundred and nine interviews were conducted. An additional 165 parents had moved, were out when the interviewer called at the home, or were otherwise unavailable. Thirty-two parents refused to participate in the interview. Before each interview, a brief written description of the proposed Open Enrollment Program was presented to each parent.
3. A detailed questionnaire, generably comparable in content to the parent interview, was distributed through the school mail to administrators, supervisors, and all 776 teachers. Four hundred and eighty-one were completed and returned.

The data gathered in each of these three activities, while processed and analyzed separately, are presented in a topical format. The attitudes of parents and teachers toward particular issues are reported jointly. Data derived from the open-ended response items have been synthesized, and are presented with the item data.

All findings discussed are the opinions expressed by the identified portion of the sample responding. The percent of response, the low refusal rate of parents (15%), and the consistency of the demographic findings lead the investigator to conclude that the samples in the parent interview (N=209) and teacher questionnaire (N=481) are representative of the populations polled. The questionnaires mailed to 8,000 families were not expected to produce returns representative of the population. Rather, they were intended to gather information from, and to encourage participation by, as broad a sample of parents as possible. Interpretation of these data have been made with this limitation in mind.

Quality of Education

An important influence on parental attitude toward the adoption of the proposed program are the degree of parents, general satisfaction with the East Hartford Public School System--their perception of the quality of education their children are currently receiving.

Three quarters of the parents expressed the opinion that the quality of education in the East Hartford Public School is excellent. Nearly 90% felt that their child was doing about as well in his present school as he would do in any other school in East Hartford. It is important to consider the following data in light of this very high level of parental satisfaction. There is no need expressed for substantial change: therefore endorsement of a proposal for change would not be expected to elicit the level of support that would be expected under different circumstances.

Diversity Among Schools

The views of parents and teachers on the need for diversity of programs and schools, to best meet the particular needs of every child, were explored in several items. There was substantial agreement (74%) by both groups that a community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs. For parents, age of respondents was an important factor, with 91% of those between 20 and 30 years of age expressing support. Eighty six percent of the principals (including vice principals), and 83% of those teachers in the system less than five years also endorsed this concept of different types of schools. There was also recognition by approximately one-half of both the professional staff and parents that there exists at present some considerable differences among the schools in East Hartford, and that these differences may make it worth the effort to send a child to a school other than his present one.

Clearly both parents and professionals are supportive of effort to provide diversity of educational offerings throughout the school system. Whether diversity among schools, in addition to within schools, should be encouraged is less clear. Two-thirds of both groups felt that diversity can be achieved within a school, with no need for a child to go to a different school for a different program. This latter position is contradicted more often than it is supported by additional data: it may be that additional program information (particularly for parents) will alter this position.

Parental Choice

Parents and staff expressed a clear commitment to a variety of educational programs; the next concern in the poll was for the role of parents in the selection of a program best suited for their child. Two-thirds of the parents and 59% of the principals endorsed the concept of parental choice of school, while only one-half of the teachers concurred. Younger parents expressed the highest level of support. When asked about the adoption of parental choice of schools for East Hartford, parental and principal endorsement declined to between 60 to 65%, while teacher endorsement dropped to 38%. Eighty-one percent of the parents under thirty favored the program for East Hartford. The highest percentage of endorsement (47%) among the teachers was from those in East Hartford less than five years; least support (34%) came from those with over ten years in the system. Consistent with this finding, one quarter of the teachers (and nearly one quarter of the principals and vice principals) indicated that regardless of the name, this is a voucher program, and therefore "no good." This group of approximately 25% seems to signal hard core opposition, with opinions that may not be changed easily. Only eight percent of the newer teachers expressed this view, in contrast to 27% of those with more than 10 years experience in the system.

Differences are found in the professional staff support for 1) a variety of types of schools to meet the needs of all children (73%), 2) the concept of parental choice of schools (49%), and 3) parental choice in East Hartford (38%). A variety of factors contribute to those differences.

The only one clearly expressed is the belief, expressed by more than half of the staff, that educational decisions to be made by parents in the proposed program are better made by educators. Two-thirds of the most experienced teachers expressed this position. The criticisms most frequently offered by the professional staff centered on this point. Among the many comments: parents are not knowledgeable enough; they will make the wrong choice; they will make choices for the wrong reasons; they will be too emotional in their decisions. Parents seemed to be well aware of the limits on the information they have in making educational choices for their children. Ninety-seven percent said that they would like to have descriptions of the programs in all of the East Hartford Public Schools. Nearly as high a percentage also indicated that if they were considering a transfer for their child, they would want to talk with someone who knew the educational programs in East Hartford. The expressed preference was to meet with a member of the school department for this purpose.

Possible reasons for this limited support by the staff for parent choice in East Hartford include issues of job security, lack of understanding of the program as proposed, expectations of undesirable outcomes, and the increased pressures anticipated if the program is adopted. However, no accurate sorting out of these factors is possible at this time.

Potential Impact

The professional staff was asked a series of questions on the potential outcomes if the program were adopted. A majority felt that substantial differences among the schools would increase, and that principals and teachers would have an increasing role in program planning and budgeting within their schools. Also recognized as a desirable result was an increase in parental participation and parental satisfaction. One-third to one-half of the staff also cited increased student achievement (32%), student satisfaction (43%), and a general elevation of the quality of education (30%) as expected results.

Among the negative outcomes predicted by the staff were "Madison Avenue" type promotion (71%), and unhealthy competition among schools (57%). A slightly higher percentage of principals predicted these same unfavorable outcomes.

A substantial portion of both parents (73%) and professionals (58%) recognized that a key feature of the program was the consumer role that it extended to parents in allowing a choice of schools. Younger parents were most perceptive and supportive of this aspect of the program. Directly related are the responses of this aspect of the program. Directly related are the responses on the impact of the allocation of funds based on enrollment. Over 40% of parents and staff felt that this would make educators pay more attention to parents' requests, while approximately 30% thought that it may make some schools better than others.

Pupil Transfers

A substantial majority (69%) of parents felt that they have been kept well informed about what is happening in their child's school. An equally high proportion stated that they would consider changing their child's school only if they felt he was not doing well in his present school. This coupled with the high level of satisfaction with the East Hartford Public Schools, would indicate that while interest and endorsement of the program is high, active participation would be somewhat lower. The speculation is supported by the finding that 77% of the parents thought that even though they could select their child's school, they would probably keep him in his present school. However, of those between 20 and 30 years of age, only 49% indicate such satisfaction with the present school. Five percent indicate that they probably would transfer their child, and 18% said that they would consider changing their child's school. Generally consistent with those figures are the reports of 13% who would transfer their child to almost any other school if they had the opportunity.

These data combine to suggest that parental choice will be exercised primarily because of dissatisfaction with a present program, rather than an interest in selection of a particular school or program. This hypothesis is supported when the responses on the quality of education in East Hartford are compared with those on an item asking parents whether they would move their child next year if they had the chance. Of those parents who agreed that the quality of education in East Hartford are compared with those on an item asking parents whether they would move their child next year if they had the chance. Of those parents who agreed that the quality of education in East Hartford was excellent (75% of the sample), only 15% stated that they would move or at least consider moving their child. However, for the parents who did not agree that the quality of the education was excellent (25% of sample), nearly one-half (44%) stated that they would move or consider moving their child. Of this 25% dissatisfied with the quality of education, nearly one-third would move their child to almost any other school if they had the chance.

Transportation

On the very important issue of transportation, a majority of the parents and a near majority of the professional staff agreed that the additional transportation costs associated with this program would not be a waste of money. A very dramatic difference by age of parents is seen: 71% of parents between 20 and 30 years of age felt that this would not be wasteful; 59% of those between 30 and 40; and 40% of those between 40 and 50.

Nearly two-thirds of the parents (64%) and a clear majority of the staff (57%) expressed the opinion that even if a child is close enough to walk to one school, if his parents choose to send him to another better suited to his needs, transportation should be provided. A breakdown by age of parents, comparable to that shown above, was found.

Private Schools

The issue of payment by the city to private schools of a sum equal to the cost of educating a child in the East Hartford Public Schools drew a mixed reaction. Forty-eight percent of the parents expressed support for such payment, as did 40% of the staff.

Note: The three questionnaires used, with responses to all items, are appended. The cross tabulations of items are separately bound and available for inspection in the offices of the East Hartford Board of Education.

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SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the information gathered during the course of the analysis, it is possible to draw some general conclusions about the feasibility of Expanding East Hartford's Open Enrollment Program. While the Administration considers the three Open Enrollment Policy actions presently before the Board compatible with current Board policies and administratively feasible to implement, it also recognizes that there are several specific concerns relevant to such an expansion of policy which have not yet been met. The Administration therefore recommends that certain program components developed during the feasibility stage be implemented as logical extensions of current policy regarding transfers, but that implementation of other components developed during the feasibility stage be deferred.

A. TRANSFERS

School capacity and enrollment projections demonstrate that transfer requests can be extended. Therefore, the Administration intends to utilize the developed procedures in administering present policies.

Specifically, the Administration would:

- indicate to parents, through comprehensive written descriptions, the alternative educational programs offered in East Hartford;
- assist East Hartford parents wishing to exercise the transfer option to fully understand the choices available to them and the processes that they would follow in order to enroll their children in non-attendance-area schools. (Under present policy, the parent would remain responsible for the child's transportation to the school out of his attendance-area);
- afford the district's teachers the same information on educational programs and transfer procedures that are enjoyed by parents and students. As presently administered, teachers would have the option to request transfers each spring for the coming school year.

B. FURTHER STUDY - TRANSPORTATION, BUDGETING, LEGAL ANALYSIS

The Administration recognizes that the areas of transportation and budgeting require further study, and therefore proposes that there be a simulation stage prior to the Board decision on implementation.

During the simulation stage, computer programming and simulated operations would be undertaken to provide the Board with a better understanding of the problems which might be encountered during implementation. Information gathered during the simulation stage would make it possible for the Board to make an informed final decision on the feasibility of the tabled policies.

Further study is also needed to ascertain the legality and desirability of including private and parochial schools in the proposed program and for the development of procedures which would guide such inclusion.

The Administration therefore recommends that the Board authorize the Superintendent to seek funds from the National Institute of Education to further study and simulate operations where appropriate during the 1974-1975 school year. It also recommends that the Board engage in community discussions during the early fall of 1974 with a target date of January 1, 1975 for making a final decision in regard to applying for an operational grant.

Project Director: Dr. Eugene A. Diggs
Superintendent of Schools

Project Coordinator: Frances Klein

EAD/FK/ejd
5/14/74
5/22/74

SECTION VII

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APPENDIX

- GRANT PROPOSAL
- PROCESS INFORMATION
    - Material Sent to Central Administration
    - Material Sent to Educational Council
    - Material Sent to Guidelines Committee
    - Material Sent to Total Staff and/or Parents
    - School Description Format
    - Monies Allocated to Schools
    - Consultants
- TRANSFER
    - Capacity Study
    - Enrollment Projections
    - Report on Sequoia Institute
- TRANSPORTATION STUDY
- POLICY EXTENSION
    - Public Act 122
    - Legal Questions and Answers
- COMMUNITY SURVEYS
    - Gross Mailing Questionnaire and Results
    - Parent Interview Flash Card
    - Parent Interview Letter, Questionnaire & Results
    - Teacher Interview Flash Card
    - Teacher Interview Letter, Questionnaire & Results
    - Survey by TEPS Committee of EHEA
- PRESS RELEASES FOR COMMUNITY INFORMATION
- NEWSPAPER ARTICLES

GRANT PROPOSAL

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OMB NO. 80-R0186

APPLICATION FOR FEDERAL ASSISTANCE (NONCONSTRUCTION PROGRAMS)

PART I

1. State Clearinghouse Identifier

2. Applicant's Application No.

3. Federal Grantor Agency

Organizational Unit

Administrative Office

Street Address – P.O. Box

City State Zip Code

4. Applicant Name
East Hartford Public Schools

Department Division
110 Long Hill Drive

Street Address – P.O. Box
East Hartford Hartford

City County
Connecticut 06108

State Zip Code

5. Descriptive Name of the Project
Extending East Hartford Parents' Feasibility Analysis: Choice of Schools

6. Federal Catalog No.

7. Federal Funding Requested
$

8. Grantee Type
_____ State, _____ County, _____ City, _____ Other (Specify)

9. Type of Application or Request
X New Grant, _____ Continuation, _____ Supplement, _____ Other Changes (Specify)

10. Type of Assistance
X Grant, _____ Loan, _____ Other (Specify)

11. Population Directly Benefiting from the Project

13. Length of Project
Three Months

12. Congressional District
a. 1st District
b.

14. Beginning Date
January 21, 1974

15. Date of Application
January 7, 1974

16. The applicant certifies that to the best of his knowledge and belief the data in this application are true and correct, and that he will comply with the attached assurances if he receives the grant.

Typed name Eugene A. Diggs	Title Superintendent of Schools	Telephone Number		
		AREA CODE	NUMBER	EXT.
Signature of Authorized Representative Eugene A. Diggs		203	289-7411	201

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OMB NO. 80-RO 186

PART II

PROJECT APPROVAL INFORMATION

Item 1.
Does this assistance request require State, local, regional, or other priority rating?
_____ Yes __X__ No

Name of Governing Body ____________
Priority Rating ____________

Item 2.
Does this assistance request require State, or local advisory, educational or health clearances?
_____ Yes __X__ No

Name of Agency or Board ____________
(Attach Documentation)

Item 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
_____ Yes __X__ No

(Attach Comments)

Item 4.
Does this assistance request require State, local, regional or other planning approval?
_____ Yes __X__ No

Name of Approving Agency ____________
Date ____________

Item 5.
Is the proposed project covered by an approved comprehensive plan?
_____ Yes __X__ No

Check one: State ☐
Local ☐
Regional ☐
Location of Plan ____________

Item 6.
Will the assistance requested serve a Federal installation?
_____ Yes __X__ No

Name of Federal Installation ____________
Federal Population benefiting from Project ____________

Item 7.
Will the assistance requested be on Federal land or installation?
_____ Yes __X__ No

Name of Federal Installation ____________
Location of Federal Land ____________
Percent of Project ____________

Item 8.
Will the assistance requested have an impact or effect on the environment?
_____ Yes __X__ No

See instructions for additional information to be provided.

Item 9.
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
_____ Yes __X__ No

Number of:
Individuals ____________
Families ____________
Businesses ____________
Farms ____________

Item 10.
Is there other related assistance on this project previous, pending, or anticipated?
_____ Yes __X__ No

See instructions for additional information to be provided.

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OMB NO. 80-R0186

PART III – BUDGET INFORMATION

SECTION A – BUDGET SUMMARY

Grant Program, Function or Activity (a)	Federal Catalog No. (b)	Estimated Unobligated Funds: Federal (c)	Estimated Unobligated Funds: Non-Federal (d)	New or Revised Budget: Federal (e)	New or Revised Budget: Non-Federal (f)	New or Revised Budget: Total (g)
1. Feasibility Study		$	$	$ 69,563	$ 6,956	$ 76,519
2.						
3.						
4.						
5. TOTALS		$	$	$ 69,563	$ 6,956	$ 76,519

SECTION B – BUDGET CATEGORIES

6. Object Class Categories	Grant Program, Function or Activity: (1) Feasibility Study	(2)	(3)	(4)	Total (5)
a. Personnel	$ 9,975	$	$	$	$ 9.975
b. Fringe Benefits	750				750
c. Travel	6,700				6,700
d. Equipment	4,500				4,500
e. Supplies	1,500				1,500
f. Contractual	-----				-----
g. Construction	-----				-----
h. Other	46,138				46,138
i. Total Direct Charges	69,563				69,563
j. Indirect Charges	6,956				6,956
k. TOTALS	$ 76,519	$	$	$	$ 76,519
7. Program Income	$ None	$	$	$	$ None

EXTENDING EAST HARTFORD PARENTS' CHOICE OF SCHOOLS: Feasibility Analysis

Part III - Section B - Budget Categories

Proposed Budget

I. Personnel		
1. Full Time Personnel		
a. Coordinator, 3 months @ up to 1400	$4,200	
b. Secretary, 3 months, @ up to 700	2,100	
2. Part Time		
a. Census takers, @ 15¢ per name per house	2,400	
b. Staff Assistant/Business, .5 time for 3 months @ $850 per month	1,275	
		$ 9,975
II. Consultants		
1. For school capacity study, 10 days @ up to $100	1,000	
2. For community survey, 20 days @ up to $100	2,000	
3. For community information survey, 60 days @ up to $100	6,600	
4. For transportation analysis and planning, 14 days @ up to $100	1,400	
5. For legal analysis and advice, 60 hours @ up to $50 per hour	3,000	
6. For budget development, 7 days @ up to $110	700	
		$14,700
III. Fringe Benefits (10% of employed personnel salary)	750	
		$ 750
IV. Travel		
1. In-district @ .12 a mile	1,200	
2. Out-of-district for personnel of district and consultants	5,500	
		$ 6,700
V. Equipment Rental (Computer and office equipment)	4,500	
		$ 4,500
VI. Supplies	1,500	
		$ 1,500
VII. Contractural	None	

Part III - Section B - Budget Categories (continued)

VIII.	Construction	None	
IX.	Other		
	1. Individual School grants for teachers and principal planning (@ $2.00 for 11,469 pupils in East Hartford Public Schools)	22,938	
	2. Duplicating and printing	8,500	
			$31,438
X.	Indirect Charges 10% of direct costs, cost sharing not included in total	6,956	
			$ 6,956
	TOTAL (excluding X)		$69,563

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OMB NO. 80-R0186

SECTION C – NON-FEDERAL RESOURCES

(a) Grant Program	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. Feasibility Study	$ 6,956	$	$	$ 6,956
9.				
10.				
11.				
12. TOTALS	$ 6,956	$	$	$ 6,956

SECTION D – FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$	$ 69,563	$	$	$
14. Non-Federal					
15. TOTAL	$	$ 69,563	$	$	$

SECTION E – BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F – OTHER BUDGET INFORMATION

(Attach additional Sheets If Necessary)

21. Direct Charges: See Part III - Section B - Addendum

22. Indirect Charges: $6,956 - 10% of Direct Costs, Cost Sharing Not Included in Total

23. Remarks:

PART IV PROGRAM NARRATIVE (Attach per instruction)

PART IV - PROGRAM NARRATIVE

EXTENDING EAST HARTFORD PARENTS'
CHOICE OF SCHOOLS: Feasibility Analysis

BACKGROUND

The East Hartford Public Schools currently operate under the following policies of the Board of Education regarding transfer of pupils from one public school to another, transportation, and calculation of student tuition charges:

TRANSFERS

"A parent of a student in the East Hartford Public Schools may request that his child attend a school in East Hartford other than the school in the attendance area of their residence. The Superintendent will consider each request. Family circumstances and the student's academic and social development will be considered. The Superintendent may grant such a request provided the receiving school has space available based on its pupil-teacher ratio. A student who moves after school starts in September may remain in the school of the area from which he has moved upon written request by his parents. In both instances, the parent is to assume the responsibility for the pupil's transportation."

TRANSPORTATION

"The Board of Education has adopted a transportation policy which provides for the transportation of school children in the East Hartford Public Schools under the following conditions:

1. Children shall be transported when the student's place of residence is in excess of the mileage limit for a given grade level group:

Kindergarten through Grade 3	- in excess of 1 mile
Grades 4 - 8	- in excess of 1.5 miles
Grades 9 - 12	- in excess of 2.0 miles

2. Children shall be transported when conditions along the pedestrian walkway to and from school is such as to be unreasonable and undesirable.

3. Children shall be transported where medical conditions indicate transportation is justified."

TUITION

"A parent, not a resident of East Hartford, or legal representative or agency, may request permission to enroll their child in the East Hartford Public Schools. The Superintendent may grant permission provided the receiving school has space available based on its pupil-teacher ratio. A tuition shall be charged. Tuition charges shall be established annually by the Board of Education. The tuition shall be calculated from current school budget minus transportation and bonded indebtedness. Tuition for each quarter year shall be paid in advance. It shall be the parent's responsibility to provide transportation for their child.

"A high school student who moves out of Town after having completed his junior year may, upon written request, be permitted to enroll for his senior year without tuition charge provided he maintains a good scholastic record. A pupil who moves out of Town after the fourth marking period begins may, upon written request, be permitted to finish the year without tuition charge. In both instances, the parent is to assume the responsibility for the pupil's transportation."

At its public meeting on Wednesday, December 12, 1973, the East Hartford Board of Education considered the extension and improvement of these present policies related to open enrollment to insure equal access to schools for all children. At that meeting, the Board of Education unanimously moved to adopt, and then tabled, the following amendments and proposed extensions:

AMENDMENT TO TRANSFER POLICY

Parents of a student in the East Hartford Public Schools may choose to have their child attend a school in East Hartford other than the school in the attendance area of their residence. The Superintendent of Schools would grant such a request provided the receiving school has space available based on its pupil-teacher ratio. Where requests to attend a given school exceed the space available, students shall be selected on a random basis guaranteeing equal access to all. Families with children in school as of October 1, 1973 shall have preference in attending the school in their school attendance area.

AMENDMENT TO TRANSPORTATION POLICY

"The Board of Education has adopted a transportation policy which provides for the transportation of public and non-public school children in the Town of East Hartford, as allowed by statute, under the following conditions:

"4. Transportation shall be provided all students on the above criteria. Location of residence within a local school attendance area shall not be a factor in determining transportation to the school in which the student is properly enrolled, provided that federal funds become available to cover excess costs of such transportation."

PROPOSED POLICY EXTENSION

"Public Act No. 122, Connecticut Statutes, enables a Board of Education to 'develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which quality and the delivery of educational services are affected by economic incentives.'

"Therefore, the Superintendent of Schools shall annually calculate the cost of education per pupil (K-5, 6-8, 9-12) by dividing the annual adopted budget by the public schools average annual enrollment for preceding October 1 excluding the costs of transportation, bonded indebtedness, special education, and specific costs of the Board of Education.

"The Superintendent of Schools shall annually make public notice of the cost per child. The cost per pupil shall be equal from child to child according to elementary, intermediate and secondary levels. He shall establish a positive program for informing parents of the open enrollment policy of the Board of Education.

"A description of individual school' programs available in the Town of East Hartford shall be published annually.

"The parents of each child in the Town of East Hartford have the right to determine their child's educational pattern, public or private, without regard to race, color, creed, or sex. To effectuate this policy parents shall receive an educational scholarship equal to the per pupil cost for education, but observing all restrictions of Public Act No. 122, Connecticut Statutes."

In tabling these amendments and proposed extensions, the Board of Education also unanimously authorized the Superintendent of Schools to seek a grant from the National Institute of Education (NIE) to develop the administrative regulations which would be needed to successfully implement the policy changes. What follows, then, is a description of the tasks to be performed in the process of developing the regulations. These tasks will be related to each of the amendments and extension considered by the Board of Education. The East Hartford Board of Education requests NIE to provide a grant in the amount specified in the attached budget to support a feasibility analysis.

The attachments at the end of this proposal contain considerable descriptive detail about the educational programs, enrollments, and capacity of the East Hartford Public Schools, as well as a copy of the relevant Connecticut statute.

PROPOSED TASKS

1. Transfer amendment:

> Parents of a student in the East Hartford Public Schools may choose to have their child attend a school in East Hartford other than the school in the attendance area of their residence. The Superintendent of Schools would grant such a request provided the receiving school has space available based on its pupil-teacher ratio. Where requests to attend a given school exceed the space available, students shall be selected on a random basis guaranteeing equal access to all. Families with children in school as of October 1, 1973 shall have preference in attending the school in their school attendance area.

To develop the administrative rules and regulations necessary for the implementation of the Board's transfer amendment, the administration of the East Hartford Public Schools must provide an authoritative study of pupil capacities and projected enrollments of the schools of the community and must develop an efficient and effective system for allowing parents to apply to the schools they feel would best meet their children's educational needs. This system would be on a seats-available basis and assure parents of equal access to a school of their choice.

The East Hartford administration proposes to estimate as accurately as possible the capacity of present facilities, to project pupil enrollment by grade for the period 1974-79, to develop a readily understandable and totally fair application and admissions procedure; and to gauge community attitudes regarding the expansion of this transfer policy.

II. Transportation amendment:

The Board of Education has adopted a transportation policy which provides for the transportation of public and non-public school children in the Town of East Hartford, as allowed by statute, under the following conditions:

4. Transportation shall be provided all students on the above criteria. Location of residence within a local school attendance area shall not be a factor in determining transportation to the school in which the student is properly enrolled, provided that federal funds become available to cover excess costs of such transportation.

Careful planning of an efficient pupil transportation system is an essential ingredient for implementing a program designed to provide parents with greater freedom of choice over the kind of school they wish their children to attend. If the plan provides for the safe and expeditious transporting of children, some parents may wish to transfer their children to schools outside of their regular attendance area. It is important to note that this transportation plan will avoid any so-called 'forced bussing.' In developing such a plan, the East Hartford administration will require the services and assistance of technical transportation experts:

a.) to determine accurately East Hartford's present and projected transportation costs;

b.) to use survey data on the kinds of educational choices parents may make under the Board of Education's proposed policy;

c.) to investigate current federal transportation policies;

d.) to determine the availability of federal funds to carry out the Board's proposed policies, without additional costs to the East Hartford Board of Education's budget; and

e.) to determine the effects of any energy shortage on the present as well as the proposed transportation policies of the Board of Education.

III. Policy Extension Under Connecticut Statutes:

Public Act. No. 122, Connecticut Statutes, enables a Board of Education to "develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which quality and the delivery of educational services are affected by economic incentives."

Therefore, the Superintendent of Schools shall annually calculate the cost of education per pupil (K-5, 6-8, 9-12) by dividing the annual adopted budget by the public schools average annual enrollment for preceding October 1 excluding the costs of transportation, bonded indebtedness, special education, and specific costs of the Board of Education.

The Superintendent of Schools shall annually make public notice of the cost per child. The cost per pupil shall be equal from child to child according to elementary, intermediate and secondary levels. He shall establish a positive program for informing parents of the open enrollment policy of the Board of Education.

A description of individual school programs available in the Town of East Hartford shall be published annually.

The parents of each child in the Town of East Hartford have the right to determine their child's educational pattern, public or private, without regard to race, color, creed, or sex. To effectuate this policy parents shall receive an educational scholarship equal to the per pupil cost for education, but observing all restrictions of Public Act No. 122, Connecticut Statutes."

The major reasons for the Board's proposed expansion of parent choices are that different pupils have different educational needs, that pupil needs do not necessarily follow regular school attendance lines, and that parents of pupils are aware of their children's differences and eager to take them into account in choosing a school. In order to aid families in matching educational programs to their children, parents must be appraised of the educational choices available to them. Published information on various programs and schools must be clear, concise, and accurate. The administration of the East Hartford Public Schools, therefore, proposes that each of the public schools within the district receive a planning grant so that teachers and principals can develop clear and concise descriptions of their educational offerings.

Because the proposed policy expansion of the Board of Education must be consistent with Connecticut statutes, it will also be necessary to obtain professional legal analysis and advice on Connecticut laws in relation to these policies, particularly of Public Act 122. In addition and since, if executed, the proposed policy would make it possible for East Hartford parents to enroll their children in certain private schools (within the restrictions of Connecticut statutes), the school administration must contact private school representatives to ascertain the extent of their interest regarding participation under the proposed policies. Thereafter and with legal assistance, the administration must develop specific rules and regulations related to such private participation.

The expanded policies currently before the Board of Education require, before administrative implementation,

a.) the development of per-pupil cost figures;

b.) the creation of a program for informing East Hartford parents of the proposed policy expansion and the school choices it makes possible; and

c.) the development of accurate and easily comprehended descriptions of school and educational program choices.

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with regulations, policies, guidelines, and requirements including OMB Circulars Nos. A-87, A-95, and A-102, as they relate to the application, acceptance and use of Federal Funds of this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

Part V - Assurances (continued)

8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

ATTACHMENTS

I. Public Act No. 122, Connecticut Statutes

II. AFDC Eligible for Title I

III. Connecticut State Department of Education Report on Minority Enrollment and Staff

IV. Housing and Enrollment Report, 1974-1975

V. Education Programs, 1972-1973

VI. ESEA Title I Programs, 1973-1974

VII. Report on Federal Programs

VIII. Connecticut Standards and Procedures for School Approval

IX. Statistical Survey, East Hartford, 1970 Census

X. East Hartford Annual Report

XI. Recent News Article - East Hartford

PROCESS INFORMATION

Material Sent to Central Administration*
Material Sent to Educational Council*
Material Sent to Guidelines Committee*
Material Sent to Total Staff and/or Parents*
School Description Format
Monies Allocated to Schools
Consultants

* A selection of Materials sent

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 1, 1974

TO: Central Administration - Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Minutes of Staff Meeting, February 25, 1974

I. Capacity Study:

A. Ground Rules:

Certain areas such as Industrial Arts, homemaking, media centers, etc. - should be excluded because they are not "holding areas" and a safety factor is involved.

No consensus for ground rules was established. Dr. Plotkin was asked to develop them by Wednesday, February 27, 1974 and to present them to the A & S meeting on that day. (see attached form)

B. Process:

Mrs. Klein suggested that an opportunity be given to the A & S group to discuss Dr. Plotkin's suggestions. Then a formula be established, and forwarded to NESDEC prior to their coming.

C. Projected time line for NESDEC:

NESDEC is planning to come on Friday, March 8th and Monday, March 11th. Principals will be advised of their coming, and two (2) selected Central Staff members (to be decided) should accompany them. Complete report from NESDEC is expected no later than April 11, 1974.

II. Update:

A. Research and Design on Transportation and Community Survey.

Mr. Curtin, Mr. Grasso, and Mrs. Klein will meet with Mr. Cahill from Heuristics, Inc. re: Transportation. Mrs. Klein will meet with Mr. Cahill re: Community Survey - (Both to occur on Tuesday, February 26, 1974.)

Mr. David Mandel, Ms. Elissa Feldman, Mr. Donald Richard and Dr. Diggs will meet on Community Survey on Wednesday, February 27, 1974 at 4:00 P. M.

III. Budgetary Process:

A. Mrs. Klein distributed guidelines for the Budgeting Procedure for the Feasibility Analysis Project. They were accepted and will be discussed on Wednesday, February 27th at the A & S Meeting.

FK/ejd
3/1/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 1, 1974

TO: Central Administration - Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Staff Agenda - Monday, March 4, 1974 @ 8:45 A. M.
Dr. Diggs Office

AGENDA

I Update

- A. Transportation
- B. Parent Survey
- C. NESDEC
- D. Personnel .5 Business Office
- E. Staff - Committees
- F. Budgeting
- G. Legal Advice

II Rand Corporation

III Questions and Answers

- A. What criteria are we going to apply to determine go or no go?

IV Recap

V Partial Setting of Agenda for March 11, 1974

FK/ejd
3/1/74

PARENT SURVEY - February 27, 1974

Present: R. Cunningham
E. Diggs
F. Klein
D. Mandel
D. Richard

Decisions:

I. Consumer Research

A. Parent knowledge of:

1. Programs at schools now
2. Special Offerings in schools now

B. Parents perceptions of schools
C. Parents judgements of schools

This information will be given to the schools to which it pertains to assist the staff in developing the second phase of its tasks - describing programs and organizational patterns that it would like to institute.

D. What does the community presently know about open-enrollment (parent choice).

E. How does the community feel about parent choice - later date.

F. Consideration of personal interviews as a process pending - F. Klein, D. Mandel and R. Cunningham will design the instrument and meet with the committee to review and complete a final draft on Thursday, March 7, 1974 from 11:30-1:30.

F. Klein will write a cover letter due March 7th.

Circulation, collection, analysis may be handled by Mr. Ray Vail.

Tentative time line:

1. First instrument draft reviewed - March 7, 1974
2. Second instrument draft accepted or adjusted - March 7,1974
3. Envelopes-larger & smaller processed - March 8, 1974
4. Circulated - March 11, 1974
5. Back-up letter - out - March 14, 1974
6. Data in - March 19, 1974
7. Processing - March 22, 1974
Analysis - April 5, 1974
Interpretation & Reporting - April 12, 1974
Compiled into Feasibility Analysis - April 19, 1974

Concern: Feedback to schools - ?
Feedback to A & S Group - prior to board presentations.

FK/ejd
3/1/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 6, 1974

TO: Central Administration - Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Minutes of Staff Meeting Monday, March 4, 1974

Absent: E. Grasso and R. Vail

Transportation: W. Curtin and F. Klein will speak with Mr. Charles Saunders from the Connecticut Co. and Mr. David Lovell, Educational Coordinates suggesting that they develop a transportation model/s and estimate the total cost and the per pupil cost.

Basic Assumptions to be considered:

1. 15% of each schools population will be bussed to the furthest point.

Mr. Curtain will provide the following:

1. Total number of students which comprise 15% of each schools population including parochial and special education.
2. Total distance in miles from each school to the farthest point.

Update for Parent Survey F. Klein. In reference to Heuristics, Inc. the committee wanted clarification of: East Hartfords obligations in "Support and supervise data collection activities", and delineation of indirect costs at 74%.

In reference to NESDEC, F. Klein reported that capacity information regarding constraints and designs have been submitted to Dr. Murphy at NESDEC. NESDEC will be visiting East Hartford, Friday, March 8, 1974 and Monday, March 11, 1974.

Mr. Hey reported that he and Mr. Costello have been interviewing the .5 Business Manager. Mr. Costello indicated that budget procedures have been established for the project.

Regarding Legal Advice: Dr. Diggs, Sam Leone and Frances Klein will meet with Attorney Russell Post, on Friday, March 8, 1974 at 11:00 a. m. in Dr. Diggs Office.

Fran Klein noted that Mr. David Mandel will be in touch with Mr. Vail regarding the base data for Rand Corporation.

Questions and Answers
The Committee will address its thinking at a further date to the question "What criteria are we going to apply for go or no go?"

Mr. Hey wanted to insure that people who were released from school to work on the project were not being penalized for personal or sick days. Mr. Costello will work with personnel and accounting on this.

Mr. Leone again expressed a concern on public relations. Mrs. Klein indicated that a brochure would be given to the entire staff, she has spoken with Mrs. Pat Seremet and has an appointment with Mr. John Daly from Kupper/Grant on Tuesday, March 5, 1974 at 2:30.

Meetings with various principals and their selected staff have already begun. Purpose: To develop a brochure of Questions and Answers Re: Expanded Parental Choices. F. Klein.

Art Michals asked: Will teachers also have the option to transfer available to them?

Must everybody apply or can people apply if they want to? Answer: people can apply if they want to by a time designated, not everybody must apply.

Payment of Teacher Personnel working on the project, can they be paid $7.00 per hour for evening work on the project and on Saturdays? It was agreed that $7.00 per hour on Saturdays would be paid, but not for evenings. A number of alternate suggestions were offered:

1. Released time during school for informal coffee meetings.
2. Dr. Diggs suggested two, one-half (1/2) professionsl days in March to work specifically on this project.

Allocations of funds for trips:

Possibly four trips to Washington is envisioned at this time.

Allocation of funds for trips to Alum Rock: It was suggested that F. Klein contact all principals to submit names of staff members who are most influential in their buildings and to consider sending a limited number of them to Alum Rock with specific questions to be answered - followed by a written report on their findings.

A short discussion followed on such items as:

Transfers - now & after - how often - etc.
Application and administration procedures
Squatters rights
Etc.

It was recommended that on March 11, 1974 an all day meeting with Denis Doyle, Ola Clarke, Elissa Feldman and Donald Richard be held to discuss these issues with the Central Administration - Open Enrollment Project Staff. F. Klein will coordinate.

FK/ejd
3/7/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 19, 1974

TO: Central Administration - Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Minutes of Meeting Monday, March 18, 1974 8:45 Dr. Diggs Office

In the discussion of NESDEC'S enrollment projection it was indicated that we need enrollment projection by grade for each school. Dr. Plotkin will contact NESDEC in regards to this matter.

Mrs. Klein distributed the task analysis on the Community Survey to be done by Heuristics, Inc. It was agreed that we conduct the survey in this manner.

In consideration of personnel going to Alum Rock three proposals were considered:

1. The Director along with the Transportation Director and Teachers from Alum Rock be flown to East Hartford and meetings would be scheduled for the appropriate staff to meet with these people.
2. That an Administrator along with selected teachers be sent to Alum Rock with specific questions to be answered and a complete detailed report be written and disseminated to staff.
3. To use the Telelecture system for conducting question and answer sessions geared to the needs of a variety of personnel. The Telelecture takes one week to install and costs $47.00 to install. It costs $74.00 for two months (minimum) and all calls will be at the going rate. This information was obtained from Mr. Robert Shea at the Hartford Office of the Southern New England Telephone Company.

Regarding the transportation study provided by Educational Coordinates it was felt that another meeting with David Lovell was in order. That meeting is scheduled for Thursday, March 21, 1974 at 11:00 in Dr. Diggs Office. It was further suggested that Dr. Plotkin contact NESDEC and that Fran Klein make additional inquiries regarding the transportation study.

FK/ejd
3/19/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 25, 1974

TO: Central Administration
Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Minutes of Staff meeting, Monday, March 25, 1974
in Dr. Diggs Office.

I Regarding the transportation study, it was decided that we would very heavily consider Educational Coordinates. Ray Vail and Frances Klein will meet with Mr. David Lovell to consider computerization of this study.

II The tentative cost factor of the Parent Attitude Survey is roughly $3,000.00

III Regarding proposals for Alum Rock visitations it was decided that we would use the Telelecture System. Fran Klein will coordinate the Telelecture. Also we will allow Mr. Walter Thompson, who will be in California on vacation, to visit the Sequoia Institute with specific objectives in mind. He will be allowed one day payment at one and one-half per diem plus transportation costs while in California. The specific objectives for him to view will be drawn up by Fran Klein and Art Michals.

IV The question and answer booklet was discussed thoroughly and some revisions were suggested. This booklet upon completion will be distributed to all school personnel. Schools may request additional copies of these booklets as they perceive the need. It was suggested also that copies be sent to all PTA & PTO Presidents and the Town Council.

V The projected enrollment by grade and school will be completed by NESDEC and Dr. Plotkin

FK/ejd
3/25/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 27, 1974

TO: Central Administration
Open Enrollment Project Staff

FROM: Frances Klein
Project Coordinator

RE: Meeting, Monday April 1, 1974, 8:30 A. M. Dr. Diggs Office

AGENDA

I Admissions - Rules and Regulations (attached)

II Discussion on Dollar Value of Voucher

FK/ejd
3/27/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 11, 1974

TO: Central Administration
Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Minutes of Meeting, Monday April 8, 1974 8:45 a.m.
Dr. Diggs Office

Admissions - Rules and Regulations were discussed. Mr. Hey suggested that the schematic design be altered and a bypass sign be used instead of an arrow under the heading "Option at 1st request".

It was agreed that three (3) options with rationales be submitted to the Educational Council for Open Enrollment on Wednesday, April 10th for further input on the Dollar Value of the Voucher.

Xerox Telecopier procedures for holding discussions with California was acted upon. It was agreed we would address various audiences over the months of April, May and June. The first participation will be with the Administrative Staff of Alum Rock and the Sequoia Institute Staff, tentatively set for April 24th or May 1st from 5:00-5:45 P. M. Eastern Energy Saving Time.

Based upon the Appendix C addendum submitted by Mathematica, Inc. the committee decided that it would contract with Mathematica, Inc. to do the transportation study. They will begin on Tuesday, April 9, 1974.

After a discussion on Teacher Transfers, it was concluded that Mr. Hey, and the principals originally involved on that committee and a teacher which the principal selected would meet on April 10, 1974 at 1:30 P. M. in Dr. Diggs office to discuss and develop transfer procedures.

Discussion on the proposal of School Autonomy also brought a recommendation that a meeting with several principals from that committee and teachers which they would select would meet with Dr. Diggs on April 10, 1974 at 3:15 P. M. in his office.

A three week no-cost extension from April 22, 1974 to May 13, 1974 was agreed upon. That extension will be requested in writing today.

The legal analysis to date was distributed to the members of the committee.

FK/ejd
4/10/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 11, 1974

TO: Central Administration
Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Agenda for meeting Monday, April 15, 1974 8:45 a. m.
Dr. Diggs Office

AGENDA

I The Educational Voucher

II Explanation of differences between Voucher and Internal Costs of Operating Schools

III Update of Architectural and Program Capacities as submitted by NESDEC

IV Brief report on Teacher Transfers

V Revisions to Admissions and Transfer procedures

VI Update on transportation

FK/ejd
4/10/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 15, 1974

TO: Central Administration
Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Meeting, Thursday, April 18, 1974, 8:45 A. M.
Dr. Diggs Office

AGENDA

I Dollar Value of Educational Scholarship and Schematic Design for Internal Mechanisms for Dollar Allocations

II Staging Process

III Private Schools

FK/ejd
4/15/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 16, 1974

TO: Central Administration
Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Minutes of meeting Monday, April 15, 1974 8:45 A. M. Dr. Diggs Office

The concept of the Educational Voucher and its worth and an explanation of its development and the internal costs of operating the schools was briefly discussed. It was suggested that Option III for the Educational Scholarship should incorporate K-5, 6-8, & 9-12. Dr. Diggs will develop a design for both the Educational Scholarship and the Internal accounts of the school system, working with Option III and its additional components just mentioned.

Dr. Plotkin reviewed the Architectural and Program Capacities submitted by NESDEC and expressed some concerns regarding the results. Dr. Plotkin will contact NESDEC to establish a meeting time with them and the Central Administration, Open Enrollment Staff.

The Teacher Transfer Committee met with Mr. Hey on April 10, 1974 and discussed present policies and recommendations for future consideration. Another meeting of that committee is set for April 22, 1974 at 1:30 P. M. in Dr. Diggs Office.

The revisions to the admissions and transfer procedures were accepted and this will become our formal recommendation. Fran Klein will coordinate.

Mr. Curtin reported on his meeting with Dave Lovell from Educational Coordinates regarding the transportation study, stating that Mr. Lovell had obtained the information that he needed.

Mrs. Klein mentioned that she was interviewing a writer for the report for NIE which is one of the tasks for the completion of the Feasibility Study.

Dr. Plotkin shared with the committee some of the results of the program descriptions which have been submitted. It wad decided that he would read these and assume the major responsibility for coordinating this.

Mrs. Klein expressed a concern that the teachers involved in writing these descriptions had done a fine job and wanted to offer them the opportunity to edit their own to enable them to extrapolate some of the material for this brief, therefore, a meeting on Tuesday April 23rd at 3:00 P. M. in the Penney High School Amphitheater will be held with the principals and the teachers to discuss this task.

The following target dates have been established:

Program Descriptions	Report for NIE
4/26/74 - Completed	5/1/74 Written
5/3/74 - Ready for Printer	5/6/74 Rough Draft to Bd. of Ed.
5/9/74 - Dissiminated to Bd. (final)	5/9/74 Dissiminated to Bd. (final)

FK/ejd
4/15/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 22, 1974

TO: Central Administration
Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Meeting, Monday, April 22, 1974 9:15 a. m.
Dr. Diggs office

AGENDA

I Dollar Value of Educational Scholarship and Schematic Design for Internal Mechanisms for Dollar Allocations - Dr. Diggs.

II Update - NESDEC - Dr. Plotkin

III Private Schools - F. Klein

IV Task Analysis - F. Klein

FK/ejd
4/22/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 26, 1974

TO: Central Administration
Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Meeting, Monday, April 29, 1974 8:45 A. M.
Dr. Diggs Office

AGENDA

I Review Report on Voucher Dollar and Internal and External Networks - Dr. Diggs

II Consideration of Proposal - F. Klein

III Private Schools - F. Klein

FK/ejd
4/26/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 26, 1974

TO: Central Administration
Open Enrollment Staff

FROM: Frances Klein
Project Coordinator

RE: Minutes of Meeting, Monday, April 22, 1974 9:15 A. M.
Dr. Diggs Office

Dr. Plotkin discussed his meeting with the representatives from NESDEC and explained the equalization formula for determining the capacity of each building.

Mrs. Klein presented a rough draft on Private Schools which was discussed. The suggestions and changes will be incorporated in another draft on Private Schools by Mrs. Klein to be presented at the next meeting.

Mrs. Klein disseminated the Analysis of Tasks and Time Line for completion.

FK/ejd
4/26/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 15, 1974

TO ALL MEMBERS OF THE EDUCATION COUNCIL

FROM: Frances Klein
Project Coordinator

RE: Staff Agenda for Wednesday February 20, 1974
Meeting at Raymond Library, 9:30 A. M.

AGENDA

1. Parents and Students have the right to make educational choices - (discussion and consensus)
2. Rationale for Feasibility Analysis Project - Committee report (attached).
3. Listing of the various components of the Project, Fran Klein.
4. Consideration of suggested model for program description, Fran Klein (attached)
5. Projection date for completion of program description
6. Question and answer period

FK/ejd
2/14/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

RATIONALE COMMITTEE REPORT

Perspective: Education Council

The East Hartford School System has decided to study Open Enrollment utilizing the joint efforts of the total community to expand the opportunity for students to enroll in a program best suited to their needs and interests.

Prior to this study schools have made a concerted effort to meet the wide range of students' needs within each building by offering a variety of programs.

On a limited basis options for placement in a school other than in one's attendance area are provided with the parents incurring transportation costs.

This project will enable the professional staff to complete an indepth assessment of its current programs, consider program improvements, and recommend resources for full implementation of offerings.

The availability of federal funds which can be used without jeopardizing present or future system budgets will be explored.

Note: A system wide rationale for the Feasibility Analysis Project will be forthcoming.

Committee Members:

H. Jeffrey
J. Callahan
G. Dunn
F. Klein

FK/ejd
2/14/74
Rev. 2/20/74

EAST HARTFORD PUBLIC SCHOOLS
110 LONG HILL DRIVE
EAST HARTFORD, CONNECTICUT 06108

February 14, 1974

TO: ALL MEMBERS OF THE EDUCATION COUNCIL

FROM: Frances Klein - Coordinator
Open Enrollment Project

RE: O. S. Hubbard School Program

Attached is the material which many of you requested from Patrick R. Caporale regarding the O. S. Hubbard School Program.

FK/ejd
2/14/74

O. S. HUBBARD SCHOOL

SCHOOL PHILOSOPHY, GOALS and OBJECTIVES (1972-73)

School Philosophy

We strongly feel that continuing efforts centered around establishing and maintaining an educational environment that fosters an understanding of personal responsibility, a sense of trust in others, and a secure willingness to risk and explore are important elements of our total school educational program. These efforts are facilitated by opportunities for children to have success through involvement, free choice, creative experiences, positive reinforcement, and development of self-esteem.

School Goals

In order to facilitate our school philosophy, the following will be our 1972-73 school goals and objectives:

I. To plan extra-curricular programs for the children to develop pride in themselves and in their school.

Objectives

- A. A committee of 3 staff members will be formed to coordinate each of the following objectives.
- B. At least 90% of the students and staff will participate in Club Day Programs for at least 16 days during the school year.
- C. Students will have an opportunity to assist in developing tutorial and service programs.
- D. A student council will be formed with a representative from grades K-6 to take an active part in planning school activities and policies.
- E. Formalize plans will be developed to insure that Junior Olympics Day will be held in the Spring.
- F. Recognition awards will be given weekly and monthly at the discretion of the teacher. Monthly awards will be given at an assembly.
- G. Cleanup and beautification projects will be undertaken by each multi-unit.
- H. Each grade level will be responsible for arranging at least one assembly during the school year.
- I. The IIC will set up a tentative school calendar to coordinate school activities.

II. To establish an effective communication process throughout Hubbard community and school.

Objectives

- A. Most administrative notices to parents will be bi-lingual (Spanish-English) to insure communication.
- B. Parents will be invited to participate in all extra-curricular activities.
- C. A bi-monthly publication, including contributions from staff, students, community, will be developed and established.
- D. An informal coffee hour will be sponsored by each multi-unit at least once during the school year.
- E. Each class will provide time for discussion of student council minutes.
- F. Each staff member will with individual maximum effort invest interest in one another as unique, worthy persons.

III. To foster the total development of the individual as a community member through the expansion of the Social Science program to further emphasize multi-cultural, ecological and problem solving experience.

Objectives

- A. To develop awareness of multi-cultural heritages by total school involvement in the following holidays:
    1. Sept. 16
    2. Hannukkah
    3. United Nations Day
    4. Chinese New Year
    5. Martin Luther King
    6. American Indian Celebration
    7. Cinco de Mayo
    8. Washington's Birthday
- B. Each multi-unit will learn about different cultures by using the centralized multi-cultural learning center and by being responsible for establishing one of the centers during the year.
- C. Our children will demonstrate a knowledge of the importance of conservation of the world around us as shown by noticeable beautification of the school grounds.
    1. The student council will be encouraged to establish a beautification program supported by the entire school.
    2. The school will develop and establish at least one ecology unit for the learning center.

IV. To increase the child's ability to perceive the world about him by developing his aesthetic awareness.

Objectives

- A. The child will be able to express himself freely in fine arts activities without inhibition as determined by teacher judgement.

V. To increase the child's self-awareness by building on his strengths and abilities.

Objectives

- A. Behavior modification will be used to increase successful experiences 80% of the time.
- B. The tutoring program will be available for students to develop their sense of importance and responsibility.
- C. Students who are not functioning successfully will be given an ITPA Survey to identify strengths and weaknesses.
- D. The children will demonstrate an increased ability to express themselves as individuals and as group members in class meetings as determined by teacher judgement.

VI. To develop awareness of changing roles and responsibilities of individuals as they grow from childhood to adulthood.

Objectives

- A. The staff will develop units of study to present knowledge of the physical body and growth and development from birth to death.
- B. The total staff will help the child to develop awareness and recognition of one's own behavior pattern.
- C. The total staff will be committed to assisting the child in developing growth and skills toward self-responsibility.

VII. To continue to develop and implement a basic sequential Pre-School through 6th grade program in each of the following areas:

Reading Objectives

A. Using our progression of reading skills as a base, we will develop resources for diagnostic and prescriptive purposes.
B. Criterion skills tests will be used with each child.
C. A profile sheet will be developed for each child.
D. A committee will be formed for Items 1 and 3.
E. Reading materials will be stored in a central location to be used as needed.
F. We will implement the above providing we have a summer workshop.

Mathematic Program Objectives

A. Using the Fresno materials as a guideline, we will plan and implement an individualized math program.
B. Using standard criterion-referenced tests, all children will be placed at their instructional level.
C. Through the use of various instructional media, each child will progress in the learning style(s) best suited to him.
D. Math materials will be stored in a central location to be used as needed.
E. A profile sheet will be kept for each child.

Language Objectives

A. At least one representative from each multi-unit will serve on a committee to establish a sequential oral and written language program, to develop criterion language tests, and to develop a profile record for each student.
B. The committee will make a progress report within the first eight weeks of school.
C. Each multi-unit will have one person in charge of organizing, storing, and dispensing language materials for their levels. These may be checked out and used by other multi-units as needed.
D. Ordering of language material will be the responsibility of the multi-unit language representatives.
E. By diagnostic testing, each child will be placed in OLP, Language Distar, Peabody and/or a suitable oral program which will be developed.

P. E. and Healthful Living

A. A committee including staff and parents will be formed to develop a curriculum on healthful living.
B. A committee including representatives from each unit will be formed to begin to develop a sequential P. E. program. The committee will make a progress report to the total staff within the first eight weeks of school.

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 21, 1974

TO: EDUCATION COUNCIL

FROM: FRANCES KLEIN, PROJECT COORDINATOR

RE: UPDATE ON FEASIBILITY ANALYSIS PROJECT

The following is a list of the major tasks of the project, a partial delineation of sub-tasks, and personnel responsible for monitoring each.

At the present time, we are refining our sub-tasks and constructing a time line.

I Transportation: - B. Curtin, assisted by E. Grasso

- A. Gross Cost (K) (1-5) (6-8) (9-12) & (Spec. Ed.)
- B. Per pupil cost
- C. Contract to R & D. - to develop a model - F. Klein
  1. Educational Turnkey Systems
  2. UConn - Bureau of field services
  3. Trinity
  4. CREC
  5. Heuristics, Inc.

II Capacity Study - NESDEC - E. Grasso & B. Plotkin

- A. Prediction - E. Grasso
- B. Delineate Core Programs - B. Plotkin
- C. Suggestions for Ground Rules - F. Klein

III Program Description:

- A. Principals & Staff - write what it is now, clearly and concisely.
- B. Guidelines for program description - F. Klein
- C. Editing and Compilation - B. Plotkin

IV Rationale for Feasibility Study to go to all school personnel - F. Klein and B. Plotkin

V Legal Review - Public Statute 122 - S. Leone

VI Parent Survey - F. Klein

- A. Research design to formulate a model considering:
  1. Questionnaires
  2. Data-collection - insure consistency
  3. Consider process
  4. Random sampling

VII Admissions - E. Grasso

- A. Application design and implement - E. Grasso
- B. Transfers - E. Grasso
- C. Budgeting - P. Costello - E. Grasso would give him the necessary statistics.

VIII Public Relations

- A. Building level - informal sessions - Principals & Staff

IX Computer Data - R. Vail & M. Leinwand

X Collecting, Verifying, Packaging - Central Administration

XI Obtain information from previous feasibility projects - F. Klein will contact:

Denis P. Doyle
Ola H. Clarke
Elissa Feldman
Donald Richard

and schedule a meeting for the first week in March.

XII Central Administration - Open Enrollment Project Personnel will meet every Monday at 8:45 a. m. in Dr. Diggs's Office.

FK/ejd
2/19/74
2/21/74 (Rev.)

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 22, 1974

TO: EDUCATION COUNCIL

FROM: FRANCES KLEIN
PROJECT COORDINATOR

RE: Minutes of Staff Meeting on Wednesday, February 20, 1974 at Raymond Library, 9:30 A. M. - 12:15 P. M.

Parents and students have the right to make educational choices.

J. Goldbaum discussion leader:

After much discussion, the Educational Council agreed that parents do have the right to make choices, right or wrong. However, the Educational Council unanimously felt that its major professional responsibility to the community still rests within the internal networks already established for counseling. It recommended the establishment of an external objective advisory group/s. The composition of this group, its relationships with existing internal advisory groups, and the community must be designed.

Rationale for Feasibility Analysis - Committee Report

Mr. George Dunn presented this report emphasizing that it was written specifically for the Educational Council's Perspective. After the discussion some recommendations were suggested. (Attached is the revised form).

Listing of the Various Components of the Project

Fran Klein discussed this.

It was suggested that the first paragraph be rewritten. (Attached new form). It was also suggested that an update be given on these components (see attached sheet).

Consideration of suggested model for program description

This will be revised by, E. Civittolo, A. Esposito, D. Cohen, A. Michals and F. Klein, on Monday, February 25th, disseminated to the group by Wednesday, February 27th and discussed and hopefully adopted on Wednesday, March 6, 1974.

Projection date for completion of program description - not yet established

Question and Answer Period

Mr. Hey requested that all substitutes hired to relieve teachers for work on the Open Enrollment Project go through his office. He also suggested that the principal keep his own ledger.

The following questions were asked but were not answered.

1. "Must everybody apply or can people apply if they want to?"
2. "When do we go to the community?"
3. "What is a squatters right?"
4. "Is the description, what I am doing now or what I am planning to do?"
5. "What is the time line?" (too much too soon)
6. "What will the capacity study contain and when will it take place?"
7. "How do we spend the money?"

Many of these will be discussed and answered at our next meeting.

FK/ejd
2/22/74
Enclosures

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 26, 1974

TO: EDUCATION COUNCIL

FROM: Dr. Bennett H. Plotkin
Assistant Superintendent of Schools/Instruction

RE: Suggested Formula for Study of Pupil Capacities

The following is a guideline for estimating pupil capacities for individual buildings:

K-5 SCHOOLS

Classrooms @ 25 Students per room
Kindergarten @ 50 students per room

GRADES 6-8

Academic classrooms @ 25 students per room
Art Rooms @ 25 students per room
Music Rooms @ 25 students per room
Gymnasium @ 50 students per gymnasium
Homemaking @ 18 students per room
Industrial Arts @ 16 students per room

The above total would be multiplied by 85% for space utilization factor.

GRADES 9-12

Academic classrooms @ 25 students per room
Art Room @ 20 students per room
Music Rooms @ 25 students per room
Gymnasium @ 150 students per gymnasium
Homemaking @ 18 students per room
Industrial Arts @ 16 students per room

The above total would be multiplied by 85% for space utilization factor.

There are a number of constraints that we are asking NESDEC to consider in this study. They are:

1. Number of classrooms used for other purposes and times per week in use.
2. Program constraints (science, open, ratios, special education - etc.
3. Plant constraints (example: lunchroom capacity)

Based upon the ideas presented NESDEC will design a formula and do the capacity study.

The time line for this study is:

NESDEC will be in East Hartford on Friday, March 8, 1974 and Monday, March 11, 1974.

Completed report is expected no later than April 11, 1974

BHP/FK/ejd
2/26/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 1, 1974

TO: Educational Council - Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Educational Council Meeting on Wednesday, March 6, 1974 at Raymond Library, 9:30 a. m.

AGENDA

I Answering questions which were raised at our February 20, 1974 meeting.

II Questions and Answers

III Partial establishment of agenda for March 13, 1974

FK/ejd
3/1/74

EAST HARTFORD PUBLIC SCHOOLS
EXTENDING PARENTS' CHOICE

BEST COPY AVAILABLE

Groupings for Workshops:

I ADMISSIONS

- A. Residents Rights
- B. Continuity Rights
- C. Transfer Rights
- D. Applications
- E. Procedures: - how should admissions be handled? Please keep in mind the following criteria:
  - 1. preserve equal access to schools.
  - 2. do not disturb neighborhood school.

II TRANSFERS (Students)

- A. How often? - minimum and maximum
- B. Process for transfers
- C. How should money be handled?
  - 1. pro-rated or front-loaded?

III TRANSFERS (Teachers)

- A. How can we develop a process for matching teachers to a philosophy of own choice?

IV SCHOOL AUTONOMY

- A. This program states that schools make their own decisions and utilize their funds as they deem necessary.
- B. What decisions would schools like to be able to make that they cannot make by themselves now?

V QUESTIONS AND ANSWER BOOKLETS

- A. Put yourself in the position of staff and outline what a brochure should look like?
- B. Put yourself in the position of a parent or resident and outline what a brochure should look like.

FK/ejd
3/13/74

EAST HARTFORD PUBLIC SCHOOLS
DEPARTMENT OF PUPIL PERSONNEL SERVICES
SPECIAL EDUCATION DEPARTMENT

EXTENDING PARENT'S CHOICE
Notes from Workshop - 3/12/74

ADMISSIONS COMMITTEE REPORT

I. Residents Rights and Continuity Rights

Statement - Any child residing in East Hartford is guaranteed the right to attend the school in his attendance area on and after the date he becomes eligible as per state statute.

II. Transfer Rights

Statement - Any child has the right to request a transfer to a school other than the school in his attendance area subject on a seats available basis.

Where requests to attend a given school exceed the space available, students shall be selected on a random basis guaranteeing equal access to all.

III. Applications

Statement - On or before (date) ________________, parents must file the approved transfer application form as defined by the administrative procedures.

Transfer applications are obtained and completed in the attendance area school.

(Suggested NCR paper - 3 copies).

The attendance area school sends the transfer requests to the Processing Center.

The Processing Center does the random selection and notifies the schools and parents involved of the final disposition. All transfers must be completed by (date) ________________.

It is recommended the transfer application include several options.

JLG:bl
3/14/74

EAST HARTFORD PUBLIC SCHOOLS
DEPARTMENT OF PUPIL PERSONNEL SERVICES

SPECIAL EDUCATION DEPARTMENT

EXTENDING PARENT'S CHOICE

ADMISSIONS COMMITTEE REPORT

I. Residents Rights and Continuity Rights

Statement - Any child residing in East Hartford is guaranteed the right to attend the school in his attendance area on and after the date he becomes eligible for school enrollment.

II. Transfer Rights

Statement - Any child has the right to request a transfer to a school other than the school in his attendance area subject to a seats available basis.

Where requests to attend a given school exceed the space available, students shall be selected on a random basis guaranteeing equal opportunity to all applicants to be selected.

III. Applications

Statement - On or before (date) ____________________, parents must file the approved transfer application form as defined by the administrative procedures.

Transfer applications will be available in all attendance area schools and at the Processing Center.

(Suggested NCR paper - 3 copies).

The attendance area school sends the transfer requests to the Processing Center.

The Processing Center does the random selection and notifies the schools and parents involved of the final disposition. All transfers must be completed by (date) ____________________.

It is recommended the transfer application include several options.

Committee Members:

L. Bassow
R. Brown
D. Hallquist
B. Hancock
V. Magro
R. Welch
J. Goldbaum, Recorder

JLG:bl
Revised 3/20/74

EAST HARTFORD PUBLIC SCHOOLS
EXTENDING PARENTS' CHOICE

March 14, 1974

GROUP II TRANSFERS (STUDENTS)

When parents enroll a student in a school the term for enrollment would be:

Elementary School ------ five (5) years
Middle School ---------- three (3) years
High School ------------ four (4) years

with the process for options in transfers as stated.

A. Recommend enrollment for one year.

B. Requests for transfers within the school year will follow a process:

1. Parents, pupil will be counseled by the School Planning and Placement Team in the school in which he resides. If it is mutually agreed the student should be transfered the parent would be referred to the Town Wide Screening Committee.

2. The Town Wide Screening Committee (an impartial group) would counsel the parent.

3. The parent still has the final option for transfer.

C. 1. Enrollment for a school should be made before March 1st.

2. A 10% enrollment fee will be assigned to that school.

3. If a student is transferred to another school during the year the student will be charged 10% (of the total per pupil cost) per month of attendance in the school he is leaving. The remaining money will be assigned to the school to which the pupil is transferred.

Dr. G. R. Scheyd, Recorder

FK/GRS/ejd
3/14/74

EAST HARTFORD PUBLIC SCHOOLS
EXTENDING PARENTS' CHOICE

March 22, 1974

GROUP II TRANSFERS (STUDENTS)

When parents enroll a student in a school the term for enrollment would be:

Elementary School---Kindergarten - 5th Grade
Middle School-------6 - 8
High school---------9 - 12

with the process for options in transfers as stated.

A. Recommend minimum enrollment for one year. Parents are encouraged to enroll their children for a minimum of one school year.

B. Exceptions for transfers within the school year will follow a process:

1. Parents, pupil will be counseled by the School Planning and Placement Team in the school in which he resides. If it is mutually agreed the student should be transferred the parent would be referred to the Town Wide Screening Committee for processing.

2. The Town Wide Screening Committee (an impartial group) would counsel the parent.

3. The parent still has the final option for transfer.

C. 1. Enrollment for a school should be made before March 1st.

2. A 10% enrollment fee will be assigned to that school.

3. If a student is transferred to another school during the year, the student will be charged 10% (of the total per pupil cost) per month of attendance in the school he is leaving. The remaining money will be assigned to the school to which the pupil is transferred.

Dr. G. R. Scheyd, Recorder

FK/GRS/ejd
3/14/74
3/21/74 Revised

EAST HARTFORD PUBLIC SCHOOLS

Extending Parents Choice

III. Transfers (Teachers)

A. How can we develop a process for matching teachers to a philosophy of own choice.

1. Agreement exists over present policy regarding staff assignments.

2. Committee recommends:

a. A list of all staff members requesting a transfer should be sent to all principals by April 15th.

Example:

The following have applied for transfers:

Name/Certification/Subject Area/Grade Level/School Requested

b. A list of all openings as of May 15th should be sent to all principals

Example:

School	Grade/Subject Area

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 25, 1974

GROUP III - TRANSFERS (TEACHERS)

A. How can we develop a process for matching teachers to a philosophy of own choice.

The committee agreed that the present policy on teaching assignments and requests for transfers is working and thus acceptable.

The committee recommends suggested changes in the memorandum regarding teaching assignments from the Personnel Office. Presently, staff gives their first and second choice for assignment. The committee recommends that a third choice be added. However, it should be clearly stated that individuals must make three choices and these choices cannot be identical. Further, their first choice would be honored unless an emergency situation warranted a change.

The committee further recommended that the Personnel Office send a list of all school openings to the Principals by April 15th. Attached to the list would be a list of all personnel who have not been assigned and their preference in terms of grade and/or school.

FK/JJF/ejd
3/21/74
3/25/74 Revised

EAST HARTFORD PUBLIC SCHOOLS
EXTENDING PARENTS' CHOICE

March 15, 1974

GROUP IV - SCHOOL AUTONOMY

A. The following is a list of the decisions our schools presently make:

1) Grouping
2) Selection of teaching materials
3) Evaluation of Students
4) Structure of the day
5) Selection of the teachers
6) Curriculum development
7) Special placement of students
8) Release time staff
9) Bringing in Substitutes
10) Experimental programs
11) Assignment of teachers
12) Selection of Equipment
13) Selection of Special Area Personnel
14) Maintenance
15) Security

B. The following is a list of decisions our schools would like to be able to make that they cannot make by themselves now:

1) Allocation of human resources
2) Reporting system
3) Length of the school day
4) Selection of personnel other than professional staff
5) Special placement of classes
6) Special placement of students
7) Release time staff
8) Length of school year
9) Selection of special area personnel
10) Removal of teacher--not fire
11) Maintenance
12) Security
13) Overtime--non-certified personnel

Both elements of A & B exist in the following:

Special placement of students
Release time staff
Selection of special area personnel
Maintenance
Security

A. J. Picano, Recorder

FK/AJP/ejd
3/15/74

Dollar Value of Voucher

Considerations of the following plans:

Plan A

Gross Dollar budget divided by total number of students

Plan B

Gross Dollar budget - debt service - transportation cost divided by total enrollment

Plan C

Gross Dollar budget - debt service - transportation - (Special Education) - Special Placement (tuition - non-public expenditures transportation vs. psychological services) divided by number of total enrollment - Special Education students

Special Education - Definition

Typical

Psychological Exam
Ininerant Speech
Ininerant Learning Disabilities
Social Workers
Guidance

Atypical

Adjustment
EMR
Emotionally Disturbed
TMR
Learning Disabilities
Physically Handicapped
Language Classes

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 1, 1974

TO: Educational Council - Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Questions regarding Sequoia Institute in Alum Rock

1. What is its role in the community?

2. What is its composition?

3. What are the roles and interrelationships?

4. What are its interrelationships between the:

    a) Superintendent
    b) Board of Education
    c) Local Staff
    d) Community

5. What are the decision-making processes between a-d in number 4?

6. Who hires the members of the Sequioa Institute?

7. What criteria for hiring and dismissing of personnel are used?

8. How is it funded? (Profit-non-profit)

9. Who evaluates its performances?

10. To whom is it accountable?

11. What services are purchased through Sequoia?

12. How "autonomous" is Sequoia?

13. What system of checks and balances has been instituted if any?

    a) Director and Superintendent of Schools disagree
    b) Director and Board of Education disagree
    c) Director and local staff disagree
    d) Director and community disagree

14. In what areas has Sequoia experienced difficulties?

15. In what areas has Sequoia experienced success?

FK/ejd
4/1/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

ANALYSIS OF TASKS

TASK	PERSONNEL	DATE
Assemble Packets - Interviews:	L. Dickson	April 19th
Admissions, Transfers, Design	F. Klein	April 22nd
Education Scholarship dollar Value with Schematic Design of External and Internal Banks	E. Diggs P. Costello	April 23rd
Letter to staff re: No cost extension	F. Klein	April 23rd
Schematic Design - Organizational Structure - Open Enrollment (external and Internal)	E. Diggs	April 24th
Private Schools	F. Klein	April 24th
Teacher Transfer	F. Hey	April 25th
Sequoia Institute	A. Michals	April 25th
Community Survey Completed	F. Klein	April 25th
Title I and Comp. Voucher	S. Leone	April 26th
ADM	S. Leone	April 26th
Verification of Interviews	Heuristics	April 26th
Special Education Report	J. Goldbaum	April 26th
Reports from schools	F. Klein	April 26th
School Autonomy	E. Diggs	April 29th
Composition and Function of Sequoia, Board, Director of Privates and Public	F. Klein E. Diggs	April 29th
Telelecture Series	L. Bassow	April 30th
Enrollment Projection	B. Plotkin	April 30th
Capacity Study	B. Plotkin	April 30th
Program Description (combining seats available)	B. Plotkin	April 30th
Teacher Survey	F. Klein	April 30th
Transfer Form Designed	R. Vail	May 1st
Internal Evaluation	F. Hey	May 1st
Budget-System Report	P. Costello	May 1st
Budget-Accounting Report	P. Costello	May 1st
Transportation Report	W. Curtin	May 1st
Legal Analysis	Post and Pratt	May 1st
Teacher Contract interfaces with Open Enrollment	F. Hey	May 1st
Board Policies - Principals - etc.	E. Diggs	May 1st
Proposal	E. Diggs & S. Leone	May 1st
Parochial Communications	E. Diggs	May 1st
Compilation of NIE Report Minus Community Survey	F. Klein	May 3rd
Reports of Community and Teacher Survey	F. Klein Heuristics E. Diggs B. Plotkin F. Hey	May 5th
NIE Report and Proposal to Board	E. Diggs	May 6th
NIE Report to Printer	F. Klein	May 6th
Finalized NIE Report to Board	E. Diggs	May 13th
Information Report to Board	F. Klein	May 13th

FK/ejd
4/22/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

May 2, 1974

TO: EDUCATIONAL COUNCIL
Open Enrollment Project

FROM: Frances Klein
Project Coordinator

RE: Telelecture and Telecopier exchange with
California, 3:30 P.M. - 5/2/74 Penney Amphitheater

The following people will be at the California end of our exchange today:

Mr. Ray Davis	Information Disseminator (Public Relations)
Mr. Richard Reyes	Coordinator of Research and Evaluation
Mr. Eugene Guiteiez	Coordinator of Systems Development (Budget and Computor operations)
Ms. Marie Marruffo	Coordinator of Parent Information

Please address your questions to the proper coordinator through our moderator Art Michals.

Thank you.

FK/ejd
5/2/74

PLEASE NOTE

PLEASE NOTE

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

April 22, 1974

TO: Principals and Supervisors

FROM: Frances Klein
Project Coordinator

RE: Individual School Grant Monies

Please forward a short write up in duplicate on how your planning monies were spent or on how you intend to spend the monies to my office by Friday April 26, 1974.

It is mandatory that we have this information as all monies must be requisitioned for encumbering by April 29, 1974, per our Grant Officers at the National Institute of Education.

This information will also enable us to compile our end of the project report.

Your cooperation, as always, is appreciated.

FK/ejd
4/22/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 13, 1974

TO: Guidelines Committee

FROM: Frances Klein
Project Coordinator

RE: Minutes of meeting February 28, 1974 at South Congregational Church

Purpose of Meeting: To prepare a question and answer handbook on Open Enrollment which would be helpful to administrators, staff and the public.

Proceedings:

Mrs. Klein presented the background pertaining to Open Enrollment in terms of present East Hartford Board of Education policy, which is as follows:

1. Under this policy parents of students may request to have their children transferred out-of-district with permission from the Superintendent's Office provided the parents assume responsibility for transportation.
2. At present the Board provides transportation for distances beyond certain minima or when conditions are hazardous or when there is a medical or physical need.
3. Persons may request permission to enroll outside of district with tuition based on a certain formula.
4. Parents of students may choose to attend schools other than in their areas of residence provided the attending school has space available on a pupil-teacher ratio. If requests exceed the space available, students will be selected on a random basis.

Mr. Don Richard, of the Center for the Study of Public Policy, which is a private, non-profit cooperating agency with HEW, outlined the circumstances which led to the Alum Rock experiment and the experiences of that school system with the voucher system.

In 1970 the OEO sent letters to superintendents of major school districts throughout the country explaining the proposed test of the voucher system and requesting interested school districts to contact that agency for further information.

Alum Rock applied for a feasibility grant in February 1971. It has begun to decentralize some activities of the school district and felt the voucher project might expedite this. Subsequently Alum Rock, which is considered a poor district in an economic sense, initiated a pilot program involving six schools and 3,900 children in Grades K-8. Later the program was expanded to include thirteen public schools and more than forty "mini-school" programs.

This school district serves the student population of the eastern section of San Jose, California, and is known as a fully integrated area. Of the current student population, 50% are Spanish surnamed, 12% black, and 38% white and other. Thirty-six per cent of district families are on welfare, and pupil turnover runs as high as 30% a year.

Under the program adopted by Alum Rock, parents may enroll children in any "Mini-school" in any participating school building with no limit on transfers. District policy guarantees children attending a particular building and their younger siblings the right to continue attending that building. If a building is oversubscribed, a lottery provides all other children a chance for admission.

Central services, such as psychologists, audio-visual services, and curriculum support services are decentralized with voucher schools receiving these funds for their individual use.

It was pointed out that community reaction to the plan was generally positive, although a comprehensive evaluation of the project is not yet available. In both Fall 1972 and Spring 1973, parents in Alum Rock were 20% more satisfied with their schools than a national sample of parents. Mr. Richard pointed out that offering parents the opportunity to choose their schools makes for more positive attitudes and greater cooperation.

Three factors probably contributed to the grant by HEW to East Hartford for a "Feasibility Analysis: Extending East Hartford Parents' Choice of Schools," which began on January 21, 1974. First of all, East Hartford's Board of Education policy already provides for a modified Open Enrollment policy. Secondly, the elementary schools are to some extent decentralized with some operating under the philosophy of Individually Guided Education (IGE); some using team teaching; and others a traditional structure. Another consideration was the fact that Connecticut has the enabling legislation to permit the voucher system to be put into effect.

In East Hartford the two basic issues of the grants are: (1) parents' choice of school and (2) transportation provided to the school of choice based on availabilty of spaces. The grant provides a sum of $69,563. for the feasibility study, of which $22,938. is allotted to the schools. The study will involve:

(1) Describing clearly what our present program is
(2) Describing what we would like it to be
(3) Describing what we would need to implement this program

Apparently there are wide variations of programs among the elementary schools in East Hartford; greater similarity among the middle schools; and high schools being almost the same. Under the voucher plan matching children to school programs would require the best judgment of parents and professional staff. The Superintendent indicated that if the voucher plan is adopted, all the schools in East Hartford would be involved--unlike Alum Rock where there was partial adoption of the plan.

Next meeting: Tuesday, March 5th, at a location to be announced.

Note: These minutes do not reflect the questions and answers in the order discussed. They have been consolidated to gain some continuity.

Mae B. Gaines, Recorder

FK/MBG/ejd
3/13/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 1, 1974

TO: Guidelines Committee

FROM: Frances Klein
Project Coordinator

RE: Guideline Committee Meeting, Tuesday, March 5, 1974
8:30-1:45, at Raymond Library

AGENDA

1. Dissemination of materials requested.
2. Discussion of minutes of the meeting.
3. Discussion of questions and answers proposed at last weeks meeting.
4. Recap of meeting.
5. Developing future plans

Substitutes for each teacher will be directly requested from my office, in the same manner as the last meeting. If there are any changes in personnel attending this meeting, please notify my office, extension #227.

FK/ejd
2/28/74
cc - D. Richard
- All members

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 20, 1974

COMPONENTS OF THE FEASIBILITY ANALYSIS PROJECT

Under an open enrollment system, East Hartford Parents would be given an opportunity to select a school outside the boundaries of their present neighborhood school which they felt would better meet the needs of their children. Acceptance of these requests would be contingent upon available spaces. The school district would transport pupils to the schools selected based upon the transportation guidelines established.

In order for an expanded open enrollment system to function smoothly:

1) The total community must understand how such a system works and must want it.
2) Parents must be fully apprraised of the different educational programs that are open to them.
3) Parents must understand how to apply to schools.
4) The district must know where extra spaces do and do not exist.
5) The district must plan a new transportation system.

The East Hartford Feasibility Analysis is an effort to do the things listed above.

1) The system will be fully explained to the total community.
2) All East Hartford schools and programs will be fully described in writing in such a way as to help parents make choices.
3) A school application process will be developed.
4) A school capacity study will be undertaken.
5) A new transportation plan will be designed.

In essence, these components are the East Hartford Feasibility Analysis Project. In addition to the components mentioned above, the East Hartford Board of Education and the Administration will investigate the availability of federal funds for an expanded open enrollment system; (funds which can be used without jeopardizing present or future system budgets); investigate PA 122, a recently enacted statute of enabling legislation; and synthesize the results of all the data collected into an intergrated operational unit.

FK/ejd
2/20/74
2/25/74 Rev. - Edited by D. Hallquist
F. Klein

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 11, 1974

TO: Guideline Committee

FROM: Frances Klein
Project Coordinator

RE: Minutes of Meeting, March 5, 1974 at the Raymond Library

Proceedings:

1. Dissemination of materials, as follows:
    a. Minutes of previous meeting
    b. "Extending East Hartford Parents' Choice of Schools: Feasibility Analysis"
    c. Education Vouchers: The Experience at Alum Rock
    d. Educational Organization/Program, East Hartford Public Schools, 1973

2. Discussion of minutes of the meeting
    a. some minor changes suggested
    b. to be recopied and edited

3. Discussion as to means of disseminating information concerning this study.
    a. Community survey to include area residents
    b. Question -- do you want information or interaction?
        (1) Answer -- both
        (2) Parents, staff, and community should receive adequate information.

4. Comments
    a. If a great majority want a particular type of program, would it not be better to change the program rather than bus the children?
        (1) Answer -- desires of the community determine the mini-schools.
        (2) Must be responsive to consumer needs.
            (a) Danger of trying to satisfy everybody is to satisfy nobody. Then the community becomes negative.
            (b) Credibility of schools is low; this might be a chance to improve credibility.
    b. Might the money to be expended in this program be better spent in upgrading our present programs?
        (1) Programs should be located strategically to avoid unnecessary expense.
        (2) Chairman hopes this program will be an alliance between the professionals and the consumers.
        (3) There is no extra money coming in for program changes at the present time, but we can build up some programs and eliminate others.
    c. Deadline for this part of study is 4/21/74. Then material will be compiled and presented to the staff before it goes to the Board of Education.

5. Preparation of informational brochure

   a. Questions were presented by various professional staff members earlier were grouped as follows:

      (1) Admissions and transfer
      (2) Financial considerations
      (3) Programs
      (4) General

         (a) Philosophy
         (b) Principles
         (c) Administrative decisions
         (d) Legal problems
         (e) Evaluation

   b. The committee was divided into four sub-committees, composed of five members each to deal with the above categories of questions.

      (1) Each recorder presented the group's answers to the questions in their category.

      (2) Questions and answers were passed along to Mrs. Klein for editing and in some cases, more authentic information.

Adjournment: 2:30
Recorder, Mae B. Gaines

FK/MBG/ejd
3/7/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 7, 1974

TO: Guidelines Committee

FROM: Frances Klein
Project Coordinator

RE: Meeting, Thursday, March 14, 1974 8:30-2:00
at South Congregational Church

AGENDA

I Review of Questions and Answers

II Consideration regarding contents of booklet

III Answering at this time questions that we can

IV Recap

V Planning for next step

FK/ejd
3/7/74

EXTENDING EAST HARTFORD PARENTS' CHOICE OF SCHOOLS:

FEASIBILITY ANALYSIS

"Public Act No. 122, Connecticut Statutes, enables a Board of Education to 'develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent of which quality and the delivery of educational services are affected by economic incentives.'

The major reasons for the Boards' proposed expansion of parent choices are that different pupils have different educational needs, that pupils' needs do not necessarily follow regular school attendance lines, and that parents of pupils are aware of their childrens' differences and eager to take them into account in choosing a school.

Parents under the plan being considered would be given choices of available programs and schools based upon available seats in a school.

Teachers will have an integral part in program planning and in the spending of funds to support their programs.

Background - Presently, the Board of Education has a policy of open-enrollment. On a limited basis options for placement in a school other than one's attendance area are provided with the parents insuring transportation costs.

At its public meeting on Wednesday, December 12, 1973, the East Hartford Board of Education considered the extension and improvement of these present policies related to open enrollment to insure equal access to schools for all children. At that meeting, the Board of Education unanimously moved to adopt and then tabled amendments and proposed extensions to the transfer and transportation policies.

In tabling the amendments and proposed extensions, the Board of Education also unanimously authorized the Superintendent of Schools to seek a grant from the National Institute of Education (NIE) to develop the administrative regulations which would be needed to successfully implement the policy changes. What follows is a delineation of the tasks to be performed in the process of developing the regulations:

1. To conduct a capacity study of present facilities.
2. To project pupil enrollment by grades for a five (5) year period.
3. To develop a fair and understandable system of application and admissions to various schools.
4. To conduct a community survey to determine community understanding and attitudes towards present offerings and towards proposed expansion of choices of schools.
5. To analyze present and projected transportation costs as well as the availabilty of federal funds.
6. To develop clear, concise descriptions of present program offerings.
7. To legally analyze Public Act. 122 as it relates to the project.

The expanded policies currently before the Board of Education require, before administrative implementation:

a.) the development of per-pupil cost figures;

b.) the creation of a program for informing East Hartford parents of the proposed policy expansion and the school choices it makes possible.

c.) the development of accurate and easily comprehended descriptions of school and educational program choices

d.) legal analysis of the Connecticut Law as it pertains to the project.

Budget Categories:

a. Personnel

b. Fringe Benefits

c. Travel

d. Equipment

e. Supplies

f. Other *

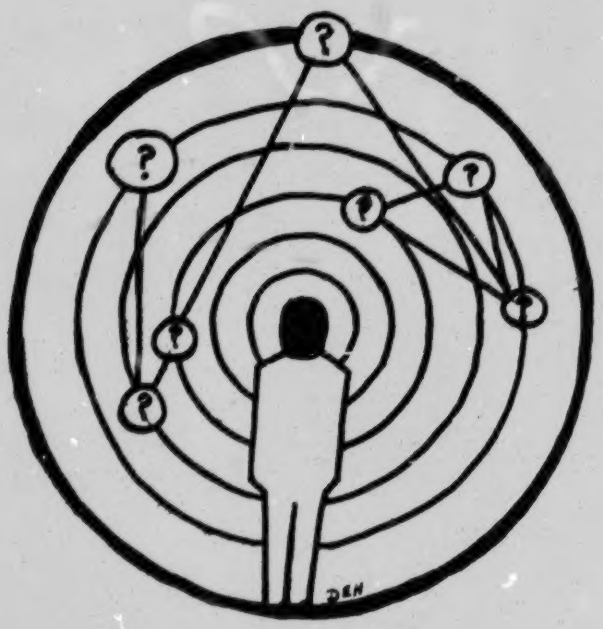
TOTAL $69,563.00

* $22,983. - of this total represents monies given to schools for staff planning.

FK/ejd

EAST HARTFORD PUBLIC SCHOOLS

Extending Parents' Choice



OPEN ENROLLMENT PROJECT

INTRODUCTION

The major reasons for the Board's consideration of "Expansion of Parents' Choices" and expanding the present limited policy of open enrollment are that different pupils have different educational needs, that pupils needs do not necessarily follow regular attendance lines and that parents of pupils are aware of their children's differences and are eager to take them into account in choosing a school. In 1972, the Connecticut General Assembly passed enabling legislation that would allow boards of education to develop and test education scholarships as a way of improving the quality of education. Taking into account this legislation and the current policy of open enrollment, the Board of Education at its public meeting on December 12, 1973, considered the extension and improvement of the present policies. The outcome of this meeting was that the Board of Education voted unanimously to adopt and then tabled amendments and proposed extensions to the transfer and transportation policies.

In tabling the Amendments and proposed extensions, the Board of Education unanimously authorized the Superintendent of Schools to seek a grant from the National Institute of Education to develop the administrative regulations which would be needed to successfully implement the policy changes.

The Office of Economic Opportunity was also looking for ways to make education more responsive, accountable, and effective, so it commissioned a study by the Center for the Study of Public Policy, which in turn recommended that the Office of Economic Opportunity field-test the education voucher concept —a system under which each school age child receives a "voucher" equal to the average per student expenditure in a school district. East Hartford, which already operated under a policy of modified open enrollment (provided parents insure transportation costs out-of-district), was a logical choice for a feasibility study. Furthermore Public Act No. 122, Connecticut Statutes, provides the enabling legislation to develop and test education scholarships as a way to improve the quality of education.

"EXTENDING PARENTS' CHOICE" (Open Enrollment Project)

QUESTIONS AND ANSWERS

Q. What is "Extending Parents' Choice"?

A. It is the option for the transfer and placement in a school in East Hartford other than one's attendance area based upon available space.

Q. What then would be the Parents' Choices?

A. A complete set of rules and regulations for admissions has not yet been developed. The choices would be:

1. To allow their children to remain in their present school.
2. To select a school based upon needs of children. This would apply where there is space available.

Q. How would parents know what school to select?

A. A booklet describing educational programs would be available to all parents. School visits and more contact between parents and staff would be encouraged. Additional resource people would be available to offer further clarification of programs to parents.

Q. What would the application procedures be?

A. An application form and acceptance procedure would be developed.

Q. Would children of families be kept together or would parents be able to choose different schools for each child?

A. Parents may keep their children in the same school or choose different schools for their children.

Q. If a school has more applications than there are seats available, how would applications be chosen?

A. If a school has more applications than seats available, students presently enrolled would be guaranteed the right to continue through that school. The remaining seats would be allocated randomly to applicants.

Q. How often would a parent be able to choose to have his child transferred?

A. Policies for transfer would be developed during the study. Major priorities in such policy development would be equal access to all and continuity of learning for the student.

Q. Could parents apply to schools to get a particular teacher?

A. No. Parents would be applying to schools for programs not for individual teachers.

Q. What is the percentage of parents who might want to change schools?

A. It is not presently known; the estimate is less than 10%

TRANSPORTATION

Q. If I were to apply for a school in East Hartford outside of my neighborhood, would transportation be provided for my child?

A. Yes, if you live beyond the present transportation limits.

Q. How would additional costs in transportation be paid?

A. Money to pay for East Hartford's increased transportation costs would come from the federal government.

Q. Could "Extending Parents' Choice" be continued after federal funds for implementation are withdrawn?

A. The East Hartford Board of Education would not adopt any program that it could not sustain independently.

Q. How would transportation be organized?

A. One of the tasks of the "Extending Parents' Choice Analysis" is to analyze the present transportation system and to project transportation costs involved in expansion of open enrollment.

Q. Would transportation be provided for students who participate in extra curriculat activities?

A. These programs are currently being provided for and would continue to be provided.

ORGANIZATION

Q. What makes our schools different from one another?

A. The difference is in the way of teaching not in the what of teaching. (Materials, organization and approaches make the difference).

Q. Who would evaluate a child and match his social and academic needs to the school programs?

A. Once a child is in school, the school's staff would be responsible for matching pupil needs to programs. Pupils would continue to be evaluated as they presently are.

Q. Are our communications between schools comprehensive enough to facilitate students' transfers?

A. Communication systems would have to be strengthened.

Q. Would our present cumulative folder transfer sufficient information to insure continuity of learning for the students?

A. No. However, a new comprehensive cumulative folder is being developed to insure that sufficient information is obtained to enable staff to appropriately program students.

Q. Would programs in individual schools be affected by system-wide curriculum studies?

A. The system-wide curriculum studies could develop program goals and provide resource information for the individual schools.

Q Who would determine the locality of Special Education Classes?

A. The locality of Special Education Classes would be determined by the school administration.

Q. How would the needs of the "Exceptional Child" be met?

A. Schools must follow the provisions of the state law for providing services to the Exceptional Child.

Q. What would happen if conceivably significant numbers of children desire to leave a school?

A. Causes would have to be determined by the staff.

Q. Might a teacher choose the school and organizational pattern with which he or she would feel more comfortable?

A. Yes, as allowed by present policy.

Q. Would pupil-teacher ratio be affected?

A. Pupil-teacher ratio is presently determined by the Board of Education and would be expected to remain the same.

Q. Would public funds be available to parochial schools in East Hartford?

A. Clarification of Public Act no. 122 is one of the tasks of analysis of "Extending Parents' Choice".

Q. Would public funds be available to send children to private schools within East Hartford?

A Yes, providing such schools met specific criteria of eligibility as mandated by law and established admission procedures similar to the public schools.

Q. What provisions would be made for evaluating "Extending Parents' Choice", if implemented?

A. An "internal evaluation would be conducted by the East Hartford School System and an "external" evaluation would be conducted by a research firm selected by the National Institute of Education.

Q. Who are the consultants being utilized for the "Extending Parents' Choice Analysis"?

A. Budgeting: William Furry-Consultant-Stanford University California

Community Survey: Heuristics, Inc.-Research Corporation
Dedham, Massachusetts
Frances Klein-Project Coordinator-
East Hartford, Connecticut

Legal: Post and Pratt-Attorneys at Law-Consultant Firm
Avon, Connecticut

Projected Enrollments &
Capacity Studies: New England School Development
Council - Newton, Massachusetts

Transportation: Educational Coordinates-Research
Consultants - Sunnyvale, California

DISADVANTAGES AND ADVANTAGES

Q. What potential disadvantages have been noted by professional organizations to the concepts involved?

1. Some parents might not have the interest or professional background to make meaningful choices for their children.
2. Teachers morale and job security could be affected negatively.
3. Administration of a voucher plan could lead to the creation of a new bureaucracy.
4. Fragmentation of programs could result through the influence and demands of various pressure groups.
5. There is no indication that additional expenditures would improve educational standards.
6. A voucher system could promote segregation by race, socio-economic status, and ability levels.
7. A voucher system could lead to public support of church affiliated schools in violation of the Constitution.
8. With the introduction of competition between public and private schools, the public schools could become the schools of last resort.
9. The competition among educational programs could promote hucksterism and lead to false claims by educators.

Q. What are the potential advantages of "Extending Parents' Choice"?

1. Parents would become more aware of the existing programs.
2. Parents would have the opportunity to choose between a number of different educational programs for their children.
3. Schools would feel a greater need to develop methods and programs that were in keeping with prevailing community interests.
4. More interaction between parents and schools would be promoted.

5. The educational needs of each student, as an individual, would be brought into sharper focus by schools and parents.
6. Students motivation to be in a school program more in keeping with his needs would be enhanced.
7. Parents would make a commitment and become a partner in the accountability of their child's learning.
8. Competition could lead to improvement of existing programs.
9. Parents would become more aware of the educational dollar.

Sources:

Janssen, Peter A.; "Educational Vouchers"; American Education; VI, 1970.

Megel, Carl J.; & Bhaerman, Robert D.; "Teachers Voice Their Opposition"; Compact; 1971.

Overlan, S. Francis; "Do Vouchers Deserve at Least a Sporting Chance?"; American School Board Journal; 1973.

SUMMARY

At the end of the "Extending Parents' Choice" Analysis rules and regulations will be designed and presented to the East Hartford Board of Education and the public.

One might ask, "What role will the community have in determining the final adoption of the program?" The community will be able to respond to surveys and voice their opinions at open hearings which will be scheduled by the Board of Education.

Parents & Staff Handbook Committee
Frances Klein, Project Coordinator
3/29/74
FK/ejd

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT
110 LONG HILL DRIVE
EAST HARTFORD, CONNECTICUT 06108

Dear

Enclosed please find a copy of our EXTENDING PARENTS' CHOICE Booklet which I would like to share with you and your group. We have distributed this booklet as a Handbook for Parents and Staff Members.

If you have any questions that you would like to ask, individually or as a group, please do not hesitate to write or call me at 289-7411 Extension 227.

Sincerely,

Frances Klein

(Mrs.) Frances Klein
Project Coordinator

FK/ejd
4/17/74
Enclosure

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

March 28, 1974

TO: East Hartford Public School Staff

FROM: Frances Klein
Project Coordinator

RE: Extending Parents' Choice - News Release

Sharing ideas and outcomes is one of the major considerations of our "Extending Parents' Choice" Grant. All East Hartford Schools are doing some very outstanding things.

I would just like to take this opportunity to share with you what one of our schools is doing.

FK/ejd
3/28/74

News Release

FROM: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227

EAST HARTFORD, Conn. -- Teachers at the Hockanum School are attending classes at the school in an unusual series of workshops designed to explore new ways for teachers and students to share in the learning process.

The 38 teachers at the school are participating in four afternoon workshops funded under a federal grant and conducted by Dr. Michele Toomey, professor of psychology at Trinity College.

The East Hartford Public School System has a grant of $69,563. from the National Institute of Education, an arm of the U. S. Department of Health Education and Welfare. The grant provides funds for a study of ways of expanding the parents' role in making educational choices for their children.

Some $22,983. of the grant is earmarked for use at the discretion of individual schools in the town. Each school is developing a clear concise booklet describing its current programs and its educational goals to provide parents with information about the East Hartford School System. Each school may use its funds to explore new educational techniques that may be incorporated into its programs in the future.

Hockanum School Principal Donald Cohen said Teachers at the school decided to use the school's share of the grant for workshops centering on the humanistic approach to education, an approach which emphasizes the partnership of students and teachers in the learning process. "This interaction is the key ingredient to any program. Teachers here feel a lot of educational problems could be solved if teachers, parents and students understood each other's views better."

In the workshops, teachers are trying to determine how their school functions now and how it falls short of or meets their own goals. The workshops center on four key areas: how and why authority is wielded; how communication is carried out; how and why attitudes and expectations develop among students and faculty; and how and why cooperation and competition develops.

"Teachers in the workshops are asking themselves how student centered their school is and how adequately the school is meeting the needs of the students as persons," Dr. Toomey said.

The author of a soon-to-be published high school text, Social Interaction--Shaping Each Other's Lives (Harcourt-Brace), she explains: "Teachers are teaching subjects, but they are also teaching children. A teacher has to worry about the curriculum, but ideally, the teacher would like to be able to listen to each individual student's ideas and meet individual needs."

To help teachers understand what students think about themselves and their expectations, Dr. Toomey conducted a survey of 60 seventh and eighth-grade Hockanum Students, asking them to complete simple fill-in statements such as "I am __________"; "I wish I were___________"; "In the future I hope to be______."

Teacners in the workshops studies the surveys and many were surprised with the responses of students who defined themselves as bored, or ugly or fat, or who wished they were pretty or smarter, Dr. Toomey said.

One of the things that came out of the workshop was the realization that the way kids feel about themselves and the way they treat each other are an important part of education and should become a major educational consideration.

"The Students need to have a good self-image, to like each other and to be liked, to be enthused about learning and to value learning as well as to value each other's rights to be and grow and become."

One way of improving a student's self-image might be to involve the student in group activities where he or she can achieve not by competing with other students, but by working with them and sharing the success of a project, she said.

"In follow-up sessions after the workshops, teachers will be trying to answer some important questions: How can we become more attentive to individual students? What kinds of activities can we develop to provide children with the opportunity to work together? What kinds of projects can we develop which will motivate students to work together?"

Follow-up sessions for all teachers are planned this spring and in the fall semester, Cohen said. At the session teachers from the various workshops will present their findings and continue their search for solutions.

Frances Klein, Project Coordinator for "Extending Parents' Choice, the study group funded by the federal government, said the Hockanum program findings can be shared with other schools. "If the staff at Hockanum finds new ways to communicate and to interact with each other and with the students, they can share their ideas with others. They hope to develop constructive ideas for drawing on the school's existing strengths and building others."

FK/ejd
3/28/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

May 24, 1974

Dear Staff:

I would like to share with you the Feasibility Analysis Summary Report.

At the same time, I would like to say thank you for your cooperation because without it this massive study could not have been accomplished.

Sincerely,

(Mrs.) Frances Klein
Project Coordinator

FK/ejd
5/21/74

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

FEASIBILITY ANALYSIS
SUMMARY REPORT

FEASIBILITY ANALYSIS OBJECTIVES

The following report describes the results of an analysis undertaken to assess the feasibility of extending the scope of East Hartford's Open Enrollment Program. The study was carried out over a three month period, from January 21, 1974 through April 21, 1974, under Grant # NIE-G-74-004, from the National Institute of Education. The major purposes of the analysis were: 1) to develop the administrative rules and regulations which would be needed to implement several pending Board of Education policies; 2) to assess the feasibility and desirability of instituting these policies in the district.

BACKGROUND

At the present time, it is the policy of the East Hartford Board of Education to allow parents to request out-of-attendance-area transfers for their children before the beginning of the school year. Out-of-attendance-area transfers are granted upon the request by a parent to the Superintendent and on a "seats available" basis, provided the parent assumes responsibility for the pupil's transportation.

In 1973, the Board recognized that the existing policy was neither fully understood nor fully utilized and began to consider the possibility that greater parental involvement in education might significantly improve the quality of schooling in the town. The Board then decided to analyze the feasibility of expanding Open Enrollment. This expansion would give parents a greater role in choosing among educational programs and further decentralize the district's operations.

Under three tabled policy actions (two amendments and one extension of existing policy) the Board began to consider the adoption of a program under which parents could elect to enroll their children in any school in the district which had available spaces and which had agreed to abide by specific Board of Education rules established for the program. The school district's administration was to: 1) develop a transfer/admissions procedure that would minimize potential disruption and ensure the "equal access" of all students to all schools; 2) assess the feasibility of providing free transportation where necessary to make parental choice more meaningful; 3) investigate the adoption of a per-pupil budgeting system under which money would follow children to the schools parents had selected.

The three pending actions before the East Hartford Board of Education deal with the areas of: A. Transfer Policy, B. Transportation Policy, and C. Policy Extension under Public Act 122--a Connecticut law enabling districts to participate in a federally funded "Demonstration Scholarship Program". The feasibility analysis report appended to this summary focuses on the several tasks the district sought to accomplish in order to establish a firm foundation for the implementation of each policy action. Establishing this foundation was a step required before the overall feasibility of the Expanded Open Enrollment Program could be determined.

OUTLINE OF CONTENTS OF APPENDED REPORT

Section I of the appended report provides the background of the feasibility analysis. The remaining sections, which are grouped according to the three policy actions the Board is considering, deal with the tasks that were completed.

Section II deals with the issues of transfers. It covers: 1) school capacities; 2) projected enrollments; 3) the transfer/admissions procedures developed for students; 4) transfer procedures for teachers; 5) the results of the school planning process made possible by the Central Administration's allocation of planning grants to all East Hartford Public Schools; 6) a suggested information system designed to fully inform parents and school district employees about the district's educational programs; 7) an explanation of school autonomy under the proposed program; 8) an assessment of the attitudes of the community and professional staff towards the notion of an expanded Open Enrollment Program.

Section III addresses transportation considerations and costs, those which presently exist and those which might characterize the proposed program.

Section IV has to do with a policy extension consistent with the provisions of PA 122. This section covers: 1) a legal analysis of issues related to PA 122; 2) the budgeting process that was considered during the analysis, including the formula for determining per-pupil costs.

As each of these areas was studied, it became apparent that more information and further study were needed before the Board could determine whether or not it was feasible to fully implement an Expanded Open Enrollment Program. The report's final section provides the conclusions and recommendations reached upon the completion of the study by the Administration as described in the report.

A SUMMARY OF TASKS AND RESULTS CONCERNING PROPOSED POLICY ACTIONS

A. TRANSFER AMENDMENT

The proposed transfer amendment would allow parents to send their children to schools outside their attendance area on a seats-available basis, or, if applicants exceed available spaces, on a random basis that would guarantee equal access to all students.

The Administration recognized that in order for an Expanded Open Enrollment Program to function efficiently, additional spaces were needed in district schools to accommodate new transferees. The District conducted a study of school capacities in terms of both program and architectural constraints. The study indicated that:

6 schools could accommodate 0-50 new transferees;
6 schools could accommodate 51-100 new transferees;
7 schools could accommodate 101-200 new transferees;
3 schools could accommodate 201-plus new transferees;

In addition to assessing school capacities, the district thought it necessary to project future enrollments for the next several years in order to estimate how school capacities would change over the years. A report submitted by a consultant to the district indicated that the pupil population will most likely continue to decrease during future years due to a decrease in single and multi-unit construction and a declining birth rate in the town. It is estimated that the district's student enrollment will decline approximately 17% over the next five years; and therefore excess capacity in existing schools and programs will increase.

A third task completed under the grant was the development of student transfer-request and admission procedures. A committee of school employees established a transfer framework whereby every child would be guaranteed the right to attend the school in his/her attendance-area and to finish his/her education in the school in which he/she is currently enrolled. Under the procedures developed for an Expanded Open Enrollment Program, a student may transfer from his/her attendance-area school at four specified times during the year upon a parent's request. Students wishing to return to their attendance-area school will be given preference over new transferees.

Just as it is necessary to have clear procedures for student transfers in order for an Expanded Open Enrollment Program to work smoothly, it is also necessary to have clear procedures for teacher-transfers. During the feasibility analysis, principals and teachers recommended that teachers be allowed to file a separate request form for a transfer to another position each spring. Whenever, teachers request a transfer, they would still maintain their present position, unless it had been indicated to them that the building principal had requested their transfer. The new building principal would interview those teachers interested in vacant positions.

An integral part of an Open Enrollment Program is the publication of individual school descriptions so as to better inform the community about education in East Hartford. Through a series of planning grants awarded by the Central Administration to individual schools, school district personnel met to develop program descriptions. These descriptions were then compiled in a booklet entitled "Our Schools 1973-1974," which will soon be made available to all East Hartford parents and the professional staff.

The program booklet may serve as part of a general mechanism for informing East Hartford residents of the proposed policy expansion and the district's educational programs. To assist families in matching their children to available programs, school district staff recommended the organization of a Parent Advisory Team (PAT) under the direction of the Superintendent. PAT would be composed of two bureaus. A Public Information Bureau would collect, verify and publish program descriptions; collect data from in-house research and evaluation; and arrange visits. A Parents Dissemination Bureau would prepare descriptive materials and visit homes to discuss the transfer process with district families.

BEST COPY AVAILABLE

The report also addresses itself to the issue of decentralization/school autonomy under the proposed program.

Finally, in an effort to gauge community attitudes regarding the expansion of the Open Enrollment Policy, the district conducted a number of surveys.

After a gross mailing, 2,100 of 8,000 parent questionnaires were completed and returned. In addition to this, 209 (out of a stratified random sample of 406) parent interviews were conducted, and 481 (out of 776) completed professional staff questionnaires were returned.

The survey results indicate that parents substantially support the proposed program and that the professional staff support it moderately. The percentage of families that might decide to exercise the transfer option ranges from 4% to 15% with most parents being motivated by a desire to remove the child from what they view as an unfavorable educational setting. Approximately 50% of the parents and 40% of the professional staff who replied favor the payment of public funds to private schools under the proposed program.

B. TRANSPORTATION AMENDMENT

The transportation amendment would expand the district's present transportation system considerably. East Hartford students attending either public or non-public schools in the town would be transported (subject to school district mileage limitations) at no cost to their families under the proposed program.

In an effort to begin the planning required for the adoption of an expanded and efficient pupil transportation system, the district contracted for an in-depth transportation study. The primary objective of the study was to determine an estimated additional cost for pupil transportation, based on certain assumptions and within certain guidelines, under Open Enrollment conditions in East Hartford.

Although the district now spends $176,872. for the transportation of students—exclusive of Special Education Pupils--the consultant's report on the costs of an expanded system indicated there would be need for a considerable increase. The transportation costs of students on a grouped basis (i.e. from school to school) could vary from $213,000. to $449,000. and up to a maximum of $1,000,000. For an individualized transportation system (i.e. pick-up near the place of residence) the cost would probably be in excess of $3.3 million. The report concluded that it would be feasible for East Hartford to operate the necessary transportation system for an expanded Open Enrollment Program "but at an additional cost in excess of the current year's operational budget for transportation".

C. POLICY EXTENSION

If the district were to institute a policy extension consistent with the provisions of PA 122, parental choice would be increased, the relation of educational quality to economic incentives could be ascertained, and, conceivably, schools would become more responsive to the needs of parents, children and teachers.

Since any policy expansion by the Board would necessarily have to conform to state Law, legal counsel was requested to advise on the pending Board extension. It was determined that if the Board did choose to pursue a Demonstration Scholarship Program, the program would have to be consistent with PA 122. Since certain portions of the Act are ambiguous, counsel advised the district to clarify certain legislative issues before proceeding with the adoption of the program. These issues are discussed in the report.

Both the proposed transfer amendment and the provisions of PA 122 make it possible for East Hartford parents to enroll their children in certain private schools within East Hartford. Consequently, a study was made of the regulations which the Board might adopt if private school participation in the program were allowed.

Finally, the policy extension amendment requires that the Superintendent annually calculate the per-pupil cost of education and that this cost be equal for all students on each level (K-5, 6-8, 9-12). In preparation for this task and to better understand present expenditures, the district developed a formula to reflect per-pupil costs exclusive of those funds not assigned to the individual school. The product of the formula would vary between levels (i.e. elementary, middle, secondary) and would most likely be the sum which would follow students to schools selected by parents under an Expanded Open Enrollment Program. A process was also developed whereby the formula product could be divided into the instructional, fixed cost, and salary equalization dollars for individual schools.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the information gathered during the course of the analysis, it is possible to draw some general conclusions about the feasibility of Expanding East Hartford's Open Enrollment Program. While the Administration considers the three Open Enrollment Policy actions presently before the Board compatible with current Board policies and administratively feasible to implement, it also recognizes that there are several specific concerns relevant to such an expansion of policy which have not yet been met. The Administration therefore recommends that certain program components developed during the feasibility stage be implemented as logical extensions of current policy regarding transfers, but that implementation of other components developed during the feasibility stage be deferred.

A. TRANSFERS

School capacity and enrollment projections demonstrate that transfer requests can be extended. Therefore, the Administration intends to utilize the developed procedures in administering present policies.

Specifically, the Administration would:

* indicate to parents, through comprehensive written descriptions, the alternative educational programs offered in East Hartford;

* assist East Hartford parents wishing to exercise the transfer option to fully understand the choices available to them and the processes that they would follow in order to enroll their children in non-attendance-area schools. (Under present policy, the parent would remain responsible for the child's transportation to the school out of his attendance-area);

* afford the district's teachers the same information on educational programs and transfer procedures that are enjoyed by parents and students. As presently administered, teachers would have the option to request transfers each spring for the coming school year.

B. FURTHER STUDY - TRANSPORTATION, BUDGETING, LEGAL ANALYSIS

The Administration recognizes that the areas of transportation and budgeting require further study, and therefore proposes that there be a simulation stage prior to the Board decision on implementation.

During the simulation stage, computer programming and simulated operations would be undertaken to provide the Board with a better understanding of the problems which might be encountered during implementation. Information gathered during the simulation stage would make it possible for the Board to make an informed final decision on the feasibility of the tabled policies.

Further study is also needed to ascertain the legality and desirability of including private and parochial schools in the proposed program and for the development of procedures which would guide such inclusion.

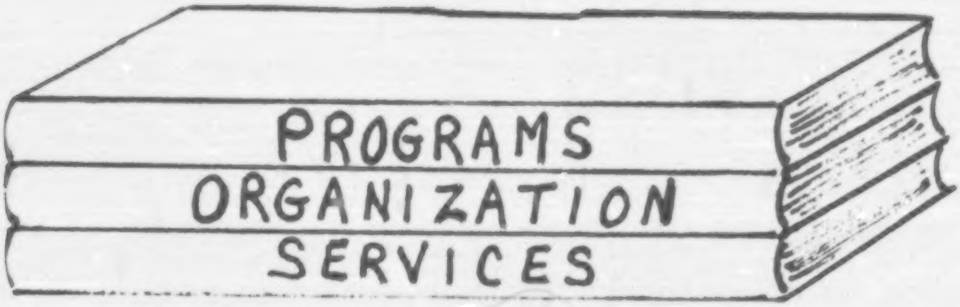
The Administration therefore recommends that the Board authorize the Superintendent to seek funds from the National Institute of Education to further study and simulate operations where appropriate during the 1974-1975 school year. It also recommends that the Board engage in community discussions during the early fall of 1974 with a target date of January 1, 1975 for making a final decision in regard to applying for an operational grant.

Project Director: Dr. Eugene A. Diggs
Superintendent of Schools

Project Coordinator: Frances Klein

EAD/FK/ejd
5/14/74
5/22/74

OUR SCHOOLS


PROGRAMS
ORGANIZATION
SERVICES

EAST HARTFORD PUBLIC SCHOOLS

OPEN ENROLLMENT PROJECT

1973 - 1974

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

PROFILE FOR INDIVIDUAL SCHOOL DESCRIPTION

SCHOOL

ADDRESS

PHONE

PRINCIPAL

ENROLLMENT	GRADES	STUDENTS	AVAILABLE SEATS

PROGRAM GOALS

A. What is the school doing?

B. How is it achieving its goals?

MAJOR PROGRAM OFFERINGS OR CURRICULUM

A. Structure

1. Traditional
2. Open
3. I.G.E.
4. Non-graded
5. Multi-aged
6. Teaming

B. Course Offerings

1. Regular
2. Gifted
3. Remedial reading
4. College credit

Profile for Individual School Description

C. Materials Used

1. Books - Texts
2. AVA
3. Supplementary

SPECIAL PROGRAMS

A. Adaptive Physical Education Program
B. Social Workers Program
C. Guidance Program
D. Federal Resource Program
E. English as a Second Language Program
F. Reading Programs - remedial, corrective and advanced
G. Gifted Programs
H. Health Programs

SPECIAL CLASSES

A. Trainable Mentally Retarded
B. Educable Mentally Retarded
C. Adjustment
D. Learning Disabilities
E. Hearing Impaired
F. Language Class

SPECIAL SERVICES - that are available

A. Psychological Examiners
B. Learning Disabilities
C. Social Workers
D. Speech and Language Clinicians
E. Reading Consultants
F. Guidance
G. Health

Profile for Individual School Description

EDUCATIONAL POLICIES

A. Groupings (heterogeneous, homogenous)

  1. Criteria for grouping

B. Homework
C. Promotion Policies
D. Detention
E. Suspension

CLASS SIZE

A. By-Grade - or Unit

  1. Pupil-Teacher Ratio

B. By Special Classes

  1. Pupil-Teacher Ratio

STAFF

A. Principal
B. Vice-Principal/s
C. Head Teacher
D. Federal Resource Personnel
E. Aides
F. Nurses
G. Specialists - guidance, reading consultants, etc.

  1. Times per week - etc......

H. Secretary

STAFF EXPERIENCE

A. Percentage of teachers teaching 5 years or less.
B. Percentage of teachers teaching 5 - 10 years.
C. Percentage of teachers teaching 10 years or more.
D. Percentage of staff turnover last year.

Profile for Individual School Description

STUDENT INVOLVEMENT

- A. During School
  - 1. Student Government
  - 2. Newspaper
  - 3. Community Service
  - 4. Other
- B. After School

PARENT INVOLVEMENT

- A. P.T.A. or P.T.O.
- B. Volunteers
- C. Tutors
- D. Other

EVALUATION PROCEDURES

- A. Students Performances
- B. Teacher Observation
- C. End of Unit Tests
- D. Criterion Referenced Tests
- E. Standardized Tests
- F. Students' Self-Evaluation
- G. School Planning Teams
- H. Others

REPORTING SYSTEM

- A. Report Cards - (How Often)
- B. Conferences - (How Often)
- C. Progress Reports - (How Often)
- D. Other

Profile for Individual School Description

PHYSICAL FACILITIES

A. Gym
B. Multi-Purpose Room

   1. Uses

C. Library
D. Media Center
E. Offices
F. Playground
G. Number of stories high
H. Industrial Arts
I. Homemaking
J. Other

FK/ejd
2/25/74
2/27/74 Rev.

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT

February 15, 1974

TO: Principals and Supervisors

FROM: Frances Klein - Project Coordinator

RE: Individual School Grants for Teachers and Principal Planning

Criteria for money allocated:

1. Enrollment figures of February 1, 1974 minus Special Education Students.
2. Minimum allocation per school of $500.00.
3. Allotment for Special Services.

BARNES	$ 878.
BURNSIDE	752.
CENTER	1,124.
GOODWIN	880.
HOCKANUM	1,634.
LANGFORD	800.
MAYBERRY	736.
McCARTIN	582.
NORRIS	686.
O'BRIEN	1,484.
O'CONNELL	832.
PITKIN	972.
SECOND NORTH	500.
SILVER LANE	672.
SLYE	842.
SOUTH GRAMMAR	500.
STEVENS	500.
SUNSET RIDGE	930.
WILLOWBROOK	500.
WOODLAND	500.
SPECIAL SERVICES	500.
E. H. H. S.	3,042.
PENNEY	3,042.
TOTAL	$22,938.

FK/ejd
2/15/74

CONSULTANTS

BUDGETING	William Furry, Consultant Stanford University, California
CAPACITY STUDY AND PROJECTED ENROLLMENTS	New England School Development Council (NESDEC) Newton, Massachusetts
COMMUNITY SURVEY	HEURISTICS, Inc. Dedham, Massachusetts
LEGAL ANALYSIS	Post & Pratt, Attorneys at Law Avon, Connecticut
PUBLIC INFORMATION	Kupper/Grant, Inc. Hartford, Connecticut
TRANSPORTATION	Educational Coordinates Princeton, New Jresey A Subsidiary of Mathematica, Inc. Sunnyvale, California
WRITING	June Linton Rockville, Connecticut

TRANSFER

Capacity Study
Enrollment Projections
Report on Sequoia Institute

EAST HARTFORD: SCHOOL CAPACITIES

The student capacities have been determined for the twenty-five public and parochial schools in East Hartford available for the proposed educational-scholarship program. Capacities are shown for each school (1) in terms of the architectural capability and limitations of the building, and (2) in terms of the enrollment potential and constraints dictated by the program needs of the school. A summary of these two types of capacity rating are shown in Table 1. The data from which this table derives are shown for the several schools in the tables that follow.

The constraints imposed upon the capacities of the schools are both general and specific. The general constraints are three:

1. Number of classrooms used for other purposes and times per week in use.
2. Program constraints (science laboratories, open classrooms, pupil-teacher ratios, special education - etc.)
3. Plant constraints (example: lunchroom capacity)

Specific constraints are identified by school level as follows:

K-5 SCHOOLS

Classrooms @ 25 students per room
Kindergarten @ 50 students per room
Special Education @ 15 students per room

GRADES 6-8

Academic classrooms @ 25 students per room
Art Rooms @ 25 students per room
Music Rooms @ 25 students per room
Gymnasium @ 50 students per gymnasium
Homemaking @ 18 students per room
Industrial Arts @ 16 students per room
Special Education @ 15 students per room

The above total would be multiplied by 85% for space utilization factor.

GRADES 9-12

Academic classrooms @ 25 students per room
Art Room @ 20 students per room
Music Rooms @ 25 students per room
Gymnasium @150 students per period
Homemaking @ 18 students per room
Industrial Arts @ 16 students per room
Special Education @ 15 students per room

The above total would be multiplied by 85% for space utilization factor.

The capacity tabulations on the individual schools are grouped into two categories:

Group I. All schools accommodating secondary level students.

Group II. All schools accommodating elementary level students only.

GROUP I

Capacities of all schools accommodating secondary-level students:

(85% Utilization Factor applied to Secondary Students only)

GRADE GROUPS	SCHOOLS	CAPACITY ARCHITECTURAL	PROGRAM	REFERENCE PAGE
9-12	Penny High School	2752	2284	4
	East Hartford High	2073	1661	5
	Alternate High	75	41	6
6-8	O'Brien Middle School	933	793	7
	Pitkin Middle School	605	475	8
5-8	O'Connell Middle School	699	594	9
	St. Christopher Parochial	440	337	10
	St. Rose Parochial	350	272	11
K-8	Center School	821	771	12
	Hockanum School	984	900	13
	Sunset Ridge School	659	596	14
		10391	8724	

GEORGE J. PENNEY HIGH SCHOOL

Grades 9-12
Enrollment 1727

		PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
62	Interchangeable CR @ 25	1550	1550
51	Specialized Spaces (1138)		
	4 Art @ 20	80	80
	1 Band @ 60	60	60
	1 Chorus @ 60	60	60
	1 Music @ 25	25	25
	6 Gym Stations @ 25	150	150
	3 Home Economics @ 18	54	54
	6 I.A. Shops @ 16	96	120
	2 Drafting @ 22	44	50
	2 Driver Ed. @ 16	32	40
	12 Science Labs @ 24	288	288
	3 Type Rooms @ 30	90	90
	3 Bus. Mach. @ 18	54	60
	3 Bus. Ed. @ 25	75	75
	2 Spec. Ed. @ 15	30	50
112	Total Teaching Stations		
	Apparent Total Pupil Capacity	2688	2752
	CAPACITY AT 85% UTILIZATION	2284	----

Additional Areas

1 Cafeteria	@ 800
1 Media Center	@ 400
1 Lecture Room	@ 296
4 Resource Centers	@ 25
1 Auditorium	@ 812

EAST HARTFORD HIGH SCHOOL

Grades 9-12
Enrollment 1695

	PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
44 Interchangeable CR @ 25	1100 places	1100 places
38 Specialized Spaces (792)		
2 Art @ 20	40	40
2 Music @ 50	100	100
6 Gym Stations @ 25	150	150
4 Home Economics 3 @ 18, 1 @ 10	64	82
1 Drafting @ 25	25	25
5 I.A. Shops @ 16	80	100
2 Driver Ed 1 @ 25 1 @ 12	37	37
6 Science Labs @ 24	144	144
6 Bus. Ed. @ 25	150	150
2 Spec. Ed. @ 15	30	50
1 Reading @ 10	10	20
1 Lecture Rm. @ 25	25	75
82 Total Teaching Stations		
Apparent total pupil capacity	1955	2073
CAPACITY AT 85% UTILIZATION	1661	---

Additional Areas

1 Cafeteria	@ 340
1 Auditorium	@1200
1 Media Center	@ 250

ALTERNATE HIGH SCHOOL

Grades 9-12
Enrollment 32

	PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
3 Specialized Spaces @ 16	48	75
3 Total Teaching Stations		
Apparent Total Pupil Capacity	48	75
CAPACITY AT 85% UTILIZATION	41	---

O'BRIEN MIDDLE SCHOOL

Grades 6-8
Enrollment 752

	PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
24 Interchangeable CR @ 25	600	600
(Includes 9 Portable CR)		
15 Specialized Spaces (329)		
2 Art @ 25	50	50
2 Music @ 25	50	50
2 Home Ec. @ 18	36	36
2 I.A. Shops @ 16	32	32
2 Gym Stations @ 25	50	50
4 Science Labs @ 25	100	100
1 Spec. Ed. @ 15	15	15
41 Total Teaching Stations		
Apparent Total Pupil Capacity	933	933
CAPACITY AT 85% UTILIZATION	793	---
Additional Areas		
1 (Cafeteria @ 250 (Auditorium @ 450		
1 Lib-Media Ctr. @ 25		
1 Learning Ctr. @ 17		

NOTE: Includes 9 portable classrooms, equal to a capacity of 225 students.

PITKIN MIDDLE SCHOOL

Grades 6-8
Enrollment 487

		PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
16 Interchangeable CR	@ 25	400	400
10 Specialized Spaces	(153)		
1 Art	@ 25	25	25
2 Gym Stations	@ 25	50	50
2 Home Ec.	@ 14	28	40
2 I.A. Shops	@ 8	16	40
2 Science Labs	@ 20	40	50
26 Total Teaching Stations			
Apparent Total Pupil Capacity		559	605
CAPACITY AT 85% UTILIZATION		475	----
Additional Areas			
1 Cafeteria (Gym)	@ 160		
1 Library	@ 50		
1 Learning Ctr.	@ 17		

NOTE: Includes 2 portable classrooms, equal to a capacity of 50 students.

O'CONNELL MIDDLE SCHOOL

Grades 5-8
Enrollment 436

	PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
20 Interchangeable CR @ 25	500	500
9 Specialized Spaces (188)		
1 Art @ 25	25	25
1 Music @ 25	25	25
2 Gym Stations @ 25	50	50
1 Home Ec. @ 18	18	18
1 I.A. Shop @ 16	16	16
2 Science Labs @ 25	50	50
1 Spec. Ed. @ 15	15	15
29 Total Teaching Stations		
Apparent Total Pupil Capacity	699	699
CAPACITY AT 85% UTILIZATION	594	---
Additional Areas		
1 (Cafeteria @144 (Auditorium @300		
1 Media Center @ 30		

SAINT CHRISTOPHERS PAROCHIAL SCHOOL

Grades 5-8
Enrollment 310

		PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
9 Interchangeable CR	@ 36	324	360
3 Specialized Spaces	(72)		
1 Science Lab	@ 36	36	40
2 Gym Stations	@ 18	36	40
12 Total Teaching Stations			
Apparent Total Pupil Capacity		396	440
CAPACITY AT 85% UTILIZATION		337	---
Additional Areas			
1 Multi-Purpose Room (Includes Gym, Aud.,Cafe.)			
1 Library	@ 30		

SAINT ROSE PARACHIAL SCHOOL

Grades 5-8
Enrollment 258

		PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
8	Interchangeable CR @ 30	240	240
2	Specialized Spaces (80)		
	1 Music @ 50	50	80
	1 Gym Station @ 30	30	30
10	Total Teaching Stations		
	Apparent Total Pupil Capacity	320	350
	CAPACITY AT 85% UTILIZATION	272	

Additional Areas

1 Multi-Purpose Room
(Includes Gym, Aud.,Cafe.)

1 Library @ 30

CENTER SCHOOL (GRADES K-8)

Grades K-5	Grades 6
Enroll. 330	Enroll. 238

	PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
10 Self-Contained CR @ 25 (Elem.)	250	250
2 Specialized Spaces		
1 Kindergarten @ 25 per session	50	50
1 Pre-Kindergarten @ 25 per session	50	25
12 Elementary Teaching Stations		
Apparent Elementary Pupil Capacity	350 *	325*
10 Interchangeable Mid-School CR @ 25	250	250
11 Specialized Spaces (171)		
1 Art @ 25	25	25
2 Music @ 25 & 12	37	37
2 Gym Stations @ 25	50	50
1 Home Ec. @ 18	18	18
1 I.A. Shop @ 16	16	16
1 Reading @ 25	25	25
3 Portable CR @ 25	75	75
21 Mid-School Teaching Stations		
Apparent Mid-School Pupil Capacity	496	496*
MID-SCHOOL AT 85% UTILIZATION CAPACITY	421*	---
Additional Areas		
1 Cafeteria @ 240		
1 Media Center @ 35		
2 Resource Ctr. @ 12		
NOTE: Total School (K-8) Utilization Capacity	771*	821*

HOCKANUM SCHOOL (GRADES K-8)

Grades K-5
Enroll. 392

Grades 6-8
Enroll. 417

			PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
15	Self-Contained Elem. CR	@ 25	375	375
1	Kindergarten	@ 25 per session	50	50
16	Elementary Teaching Stations			
	Apparent Elem. Pupil Capacity		425 *	425 *
17	Interchangeable Mid-School CR	@ 25	425	425
6	Specialized Spaces (134)			
	1 Art	@ 25	25	25
	1 Music	@ 25	25	25
	2 Gym Stations	@ 25	50	50
	1 Home Ec.	@ 18	18	18
	1 I.A. Shop	@ 16	16	16
23	Mid-School Teaching Stations			
	Apparent Mid-School Pupil Capacity		559	559*
	MID-SCHOOL AT 85% UTILIZATION CAPACITY		475 *	----
	Additional Areas			
	1 Cafeteria	@200		
	1 Auditorium (& Gym)	@416		
	1 Media Center	@ 25		
NOTE:	TOTAL SCHOOL (K-8) UTILIZATION CAPACITY		900 *	984*

NOTE: Includes 10 portable classrooms, equal to a capacity of 250 students.

SUNSET RIDGE SCHOOL (GRADES K-8)

Grades K-5
Enroll. 188

Grades 6-8
Enroll. 315

			PROGRAM (CONSTRAINTS)	ARCHITECTURAL PLAN
7	Self Contained Elem. CR	@ 25	175	175
1	Kindergarten	@ 50	50	50
8	Elementary Teaching Stations			
	Apparent Elementary Pupil Capacity		225*	225*
10	Interchangeable Mid-School CR	@ 25	250	250
9	Specialized Spaces (174)			
	1 Music	@ 25	25	25
	1 Band	@ 35	35	20
	2 Gym Stations	@ 15	30	30
	1 Home Ec.	@ 18	18	18
	1 I.A. Shop	@ 16	16	16
	2 Science Labs	@ 24	48	50
	1 Spec. Ed.	@ 15	15	25
19	Mid-School Teaching Stations			
	Apparent Mid-School Pupil Capacity		437	434*
	MID-SCHOOL AT 85% UTILIZATION CAPACITY		371*	---
	Additional Areas			
	1 Cafeteria	@ 140		
	1 Auditorium (& Gym)	@ 200		
	1 Library	@ 20		
NOTE:	Total School (K-8) UTILIZATION CAPACITY		596*	659*

GROUP II

In determining the capacities of Group II schools (all schools accommodating elementary-level students only), attention was given to the following considerations:

1. Kindergarten classes typically meet for one half of the school day, hence one room for 25 actually can be considered available and appropriate for 50 kindergarten students.
2. Schools with library/media centers have not had these rooms included as regular classrooms in either architectural or program capacities.
3. All purpose rooms, gymnasiums, auditoriums and cafeterias have not been included as regular classrooms in counting architectural or program capacity.
4. Architectural capacity is calculated by taking all regular classrooms plus those rooms now being used exclusively for art, music, special instruction, and pre-kindergarten and assigning a 25 pupil capacity to each of them.
5. The numbers listed under program capacity reflect the number of children a school could accommodate without eliminating special classes, art and music rooms (where they already exist), libraries, unique facilities such as learning centers, resource rooms, and the like. Special education rooms have each been calculated as providing space for fifteen children.

A summary of the architectural and program capacities of Group II schools is shown on the next page. This summary is followed by tables indicating the configuration for each school.

ARCHITECTURAL CAPACITY

SCHOOL	GRADES	Current Enrollment		Number of Classrooms			Architectural Capacity		
		K	Gr. 1-4(5)	K	REG.	TOTAL	K[a] @25	Reg. @25	TOTAL
Barnes	K-4	76	366	2	16	18	100	400	500
Burnside	K-5	65	316	2	20	22	100	500	600
Goodwin	K-5	70	378	2	26	28	100	650	750
Langford	K-5	49	365	1	19	20	50	475	525
Mayberry	K-5	55	309	2	18	20	100	450	550
McCartin	K-5	49	301	1	14	15	50	350	400
Norris	K-5	43	298	1	13	14	50	325	375
Second North	K-3	32	97	1	4	5	40	100	140
Silver Lane	K-5	87	289	2	17	19	100	425	525
Slye	K-5	59	370	2	21	23	80	525	605
South Grammar	K-4	32	136	1	8	9	40	200	240
Stevens	K-5	24	182	1	13	14	50	325	375
Willowbrook	K-6	11	166	1	9	10	50	225	275
Woodland	K-5	19	128	1	7	8	50	175	225

a. Kindergarten capacity tabulated on the basis of double-occupancy, A.M. and P.M. sessions.

PROGRAM CAPACITY

School	Number of Classrooms			Program Utilization: Instruction		Program Utilization: Special Purposes			Program Capacity Number of Students			
	K	Reg	Total	K	Reg	Music/Art	Spec. Ed.	Other	K @50	Reg @25	Sp.Ed. @15	Total
Barnes	2	16	18	2	14	2	0	0	100	350	--	450
Burnside	2	20	22	2	16	2	2	0	100	400	30	530
Goodwin	2	26	28	2	20	2	4	0	100	500	60	660
Langford	1	19	20	1	16	2	1	0	50	400	15	465
Mayberry	2	18	20	2	16	2	0	0	100	400	--	500
McCartin	1	14	15	1	11	2	1	0	50	275	15	340
Norris	1	13	14	1	13	0	0	0	50	325	--	375
Second North	1	4	5	1	4	0	0	0	40	100	--	140
Silver Lane	2	17	19	2	11	2	4	0	100	275	60	435
Slye	2	21	23	2	19	1	1	0	80	475	15	570
So. Grammar	1	8	9	1	8	0	0	0	40	200	--	240
Stevens	1	13	14	1	7	1	5	0	50	175	75	300[a]
Willowbrook	1	9	10	1	9	0	0	0	50	225	--	275
Woodland	1	7	8	1	6	1	0	0	50	150	--	200

a. If Learning Center/Special Education classes were removed from Stevens School, the capacity would become 375.

GROUP II SCHOOLS: SUMMARY OF CAPACITIES

GRADE GROUP	SCHOOL	CAPACITY	
		ARCHITECTURAL	PROGRAM
K-4	Barnes	500	450
K-5	Burnside	600	530
K-5	Goodwin	750	660
K-5	Langford	525	465
K-5	Mayberry	550	500
K-5	McCartin	400	340
K-5	Norris	375	375
K-3	Second North	140	140
K-5	Silver Lane	525	435
K-5	Slye	605	570
K-4	South Grammar	240	240
K-5	Stevens	375	300
K-6	Willowbrook	275	275
K-5	Woodland	225	200
		6085	5480

NESDEC

EW ENGLAND SCHOOL DEVELOPMENT COUNCIL . 55 CHAPEL STREET . NEWTON, MASSACHUSETTS, 02160 . (617) 969-1150

March 12, 1974

Mrs. Frances Klein
East Hartford Board of Education
110 Long Hill Drive
East Hartford, Connecticut 06108

Dear Mrs. Klein:

Enclosed please find enrollment projections by grade along with a summary for your school district. Since Special Education students are not assigned to grades, they have not been included in the projections; in order to obtain an absolute total count, approximately two hundred Special Education students may be added to each of the total enrollm[illegible]ts.

During the past five years, East Hartford's enrollment has gradually, but consistently declined. The projections indicate a continuation of this trend for the next five years and thereafter. A decrease in single and multi-unit construction and, more especially, declining birth rates appear to be the major reasons for the decline. Regarding birth rates, the State Department of Vital Statistics has slightly higher totals than does the city clerk because the former was able to obtain additional birth data from outside the immediate Hartford area. In the case that you may wish to include State birth data in your records, the State's totals for each of the years 1960-72 are as follows: 1085, 1130, 1092, 1151, 1204, 1168, 1221, 1148, 1086, 1106, 1025, 943, and 734; the estimated total for 1973 was 620.

Even with the opening of Grade 5 at St. Christophers School in 1972, the combined enrollments at St. Christopher and St. Rose Schools has remained relatively stable for the past five years and has not exerted any undue influence upon public school enrollments. A similar assumption has been made for the parochial grades K-4 and 9-12 since these data were not provided.

We are pleased to send you these projections as one benefit of your NESDEC membership and hope that they may aid your future planning. We also extend to you our best wishes for the remainder of the school year.

Sincerely,

Kenneth F. Durant
Research Associate

KFD/sc

cc: Dr. Eugene Diggs
Superintendent of Schools

NESDEC

EW ENGLAND SCHOOL DEVELOPMENT COUNCIL . 55 CHAPEL STREET . NEWTON, MASSACHUSETTS, 02160 . (617) 969-1150

PROJECTION MEMORANDUM

The enclosed projections were compiled primarily by utilizing the cohort-survival method whose major assumption is that what has happened in the past will continue to occur in the future; that is, given the number of live births, the net effect of all other influences on enrollments will remain proportionately the same. A major change in any of the major influences of enrollments, e.g. the closing of a parochial school, the opening of a large apartment or condominium complex, the closing or relocation of a large factory or industry, etc., may have a marked effect upon enrollment projections if such changes were not known at the time the projections were made.

Because projections are dependent to a great extent upon births occurring five and six years prior to entering kindergarten and first grade classes respectively, complete (k-12 or 1-12) projections for all elementary grades cannot be made for greater than a five- or six-year period. Consequently, the printout or summary page either contains a zero (0) or a series of blank spaces when such a time period has been reached.

Projections can serve as a useful guide to a school administrator for educational planning. In this regard, the enclosed projections are generally most accurate and reliable when they are closest in time to the current year. Thus, next year's projections may be considered the most reliable, the following year the next most reliable, etc., up to a five-year period.

Projections are somewhat less reliable six to twelve years hence--such projections during this period may continue to serve as a guide but should also be used with greater caution as they are less stable during this more distant time period.

NESDEC

NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL . 55 CHAPEL STREET . NEWTON, MASSACHUSETTS, 02160 . (617) 969-11

SCHOOL DISTRICT EAST HARTFORD, CONNECTICUT DATE MARCH 1974

SUMMARY OF GRADE PROJECTIONS

	K-8	9-12	TOTAL*			
1973-74	7763	3501	11264			
1974-75	7512	3492	11004			
1975-76	7237	3479	10716			
1976-77	6945	3377	10322			
1977-78	6502	3337	9839			
1978-79	5977	3292	9269			
1979-80		3159				
1980-81		3005				
1981-82		2881				
1982-83		2713				
1983-84		2651				

*Total does not include Special Education students.

New England School Development Council
55 Chapel Street
Newton, Massachusetts 02160

District EAST HARTFORD, CONNECTICUT

Date MARCH 1974

BEST COPY AVAILABLE

PROJECTED SCHOOL ENROLLMENTS BY GRADE AND YEAR

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1973-1974	810	878	825	875	988	841	819	853	874	943	966	837	755	11,264
1974-1975	825	816	848	812	872	847	816	820	856	963	889	905	735	11,004
1975-1976	765	832	788	834	810	747	822	817	822	943	908	833	795	10,716
1976-1977	703	771	804	775	831	694	725	823	819	906	889	851	731	10,322
1977-1978	548	709	745	791	773	712	673	726	825	903	854	833	747	9,839
1978-1979	463	552	685	733	789	662	691	674	728	909	852	800	731	9,269
1979-1980		467	533	674	731	676	642	692	676	802	857	798	702	
1980-1981			451	524	672	626	656	643	694	745	756	803	701	
1981-1982				444	522	576	607	657	645	765	703	708	705	
1982-1983					443	447	559	608	659	711	721	659	622	
1983-1984						380	434	560	610	726	670	676	579	

NESDEC

NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL . 55 CHAPEL STREET . NEWTON, MASSACHUSETTS, 02160 . (617) 969-115

April 29, 1974

Dr. Bennett H. Plotkin
Assistant Superintendent - Instruction
East Hartford Public Schools
110 Long Hill Drive
East Hartford, Connecticut 06108

Dear Dr. Plotkin:

In response to your request, the following survival ratios were utilized in compiling the projections sent to the Board of Education in March.

Span	Ratio Used	Percent Change Since 1971-72
Birth to Kindergarten	.746	0%
Kindergarten to Grade 1	1.008	3%
Grade 1 to Grade 2	.966	0%
Grade 2 to Grade 3	.984	0%
Grade 3 to Grade 4	.997	2%
Grade 4 to Grade 5	.857	2%
Grade 5 to Grade 6	.970	7%
Grade 6 to Grade 7	1.001	2%
Grade 7 to Grade 8	1.003	6%
Grade 8 to Grade 9	1.102	- 2%
Grade 9 to Grade 10	.943	6%
Grade 10 to Grade 11	.937	- 1%
Grade 11 to Grade 12	.878	- 3%

For the most part, the survival ratios have been reasonably stable for the past five years. Indeed, since 1971-72 three survival ratios were between 6-7% while others were 3% or less.

If you desire additional information, please do not hesitate to contact us.

Sincerely,

Kenneth F. Durant
Field Services

KFD/mb

REPORT ON THE SEQUOIA INSTITUTE

The information contained in this report was obtained in interviews with the staff of the Sequoia Institute, a researcher from the Rand Corporation, and the Superintendent of the Alum Rock Public Schools. It should be noted that some of the information and conclusions were not supported by all of the people interviewed. While there were no major disagreements among those interviewed, the manner in which they defined situations sometimes varied. No attempt has been made in this report to delineate these differences. In essence this report is an assimilation of all the information obtained regarding the Sequoia Institute, its internal organization, functions, and relationships to the Alum Rock School System.

BACKGROUND AND HISTORY

The Sequoia Institute is a private non-profit organization which was formed to assist communities in the development and implementation of innovative educational programs. The Alum Rock Public Schools contracted with the Sequoia Institute to implement the Voucher Program for a period of two (2) years with an option to continue for a third year.

When the Alum Rock schools were studying the feasibility of the Voucher concept, it was determined that the implementation of this project would require additional administrative and supportive staff. Basically there were two alternative ways of obtaining the needed manpower. The schools could create new positions and hire individuals to fill these positions or they could ask outside agencies to submit bids and subsequently award a contract for the needed personnel and services. On the recommendation of the Superintendent, the Board of Education chose to contract the services from an agency external to the schools and the Sequoia Institute of Sacramento, California was awarded the contract. The reasons for choosing this option were: a. A basic tenet in Alum Rock's definition of the Voucher System is that it should produce the decentralization of the schools and therefore make each school more responsible to the needs of the community; to implement the project by expanding the Central Administrative bureaucracy would be contrary to the decentralization concept. Obviously some functions had to be centralized but it was felt that clearly defining these functions and locating them in an external organization would restrict bureaucratic growth. b. Theoretically, this form of organization also promotes greater objectivity and autonomy in the implementation process. Since the staff of an external agency would have fewer formal and informal ties to the schools, they would be able to deal more objectively with the evaluation of programs, and the dissemination of information to parents. c. Finally, the use of an external agency allows greater flexibility should the project be terminated or ~~should~~ alternate forms of organization be developed. In essence, it is easier to not renew the contract of an external agency than it is to terminate the contracts of individual employees.

In general, it is obvious that the Central Administration has been pleased with this type of organizational structure. While the performance of the Sequoia Institute has justified its existence, there have been a number of problems. The majority of difficulties will be discussed in detail in subsequent sections of this report; however, two will be mentioned now because they relate directly to the Sequoia Institute's position as an external agency.

During the early stages of implementing the Voucher project, the Sequoia Institute was viewed with suspicion by the principals and instructional staff and at times it assumed the role of the project "scape goat". Of course, this was in a period of high anxiety and the Sequoia Institute was an inviting target.

As the project evolved and the anxiety level decreased, so did the scapegoating. While some of this conflict might have been avoided if the school staffs had had a better understanding of the Sequoia Institute, it does appear that this initial reaction was part of the evolutionary process and simply had to be dealt with as it arose.

The second problem which developed out of the Sequoia Institute position as an external agency was the fairly high turnover of its administrative staff. Of the current administrative staff (5) only the director and one coordinator here have been with the project from the beginning. This 60% rate of turnover has been attributed to the fact that at the most there is only a three year commitment in the contract. The lack of security for future employment has resulted in Sequoia Institute administrators taking other job opportunities.

INTERNAL ORGANIZATION - FUNCTIONS AND ROLES

The task of implementation of the project has been divided into four basic sub-tasks: dissemination of information to the public, research and evaluation of school programs, parent counseling, and pupil and fiscal accounting. The Sequoia Institute does not have any input in school program development provided in services to the local schools (other than evaluations) and has no control over how schools spend their Voucher money.

PUBLIC INFORMATION - The primary function of this is to deal with the huge influx of inquiries about the Voucher project. It should be differentiated from Public Relations in that its function is to provide objective information, not to "sell" the program. Most of the information has been requested by communities and organizations outside of Alum Rock and it is only in recent months that the public information is focusing on the Alum Rock community. It is staffed by a coordinator with supportive secretarial services.

RESEARCH AND EVALUATION

The research and evaluation section of the Sequoia Institute is responsible for evaluating all of the various mini-school programs. An evaluation plan for each school is negotiated with the mini-school staff. All evaluations include the following;

1) Descriptive date on school population
2) Reactions of staff towards program
3) Parents attitudes towards program
4) Students attitudes towards program
5) Standardized achievement testing (Metropolitan)
6) Standardized affective testing
7) Allocation of Voucher funds

In addition to this basic information schools may also request that unique aspects of their programs be evaluated. The cost of a basic evaluation is about $1,200.00. A completely comprehensive evaluation could cost as much as $5,000.00. The time line of the evaluations involves a pre-test in October and post-test in May. During these peak periods the research coordinator hires additional part-time staff. It should also be noted that the Sequoia Institute staff and the Rand Research staff share data and coordinate their efforts to avoid duplication.

As was noted elsewhere in this report the evaluation task encountered much resistance from the local school staffs. Because of this, the negotiated evaluations focused primarily on descriptive and product data rather than process evaluations. The staff of the Sequoia Institute maintain that the observation of program implementation and classroom procedures would result in more comprehensive evaluations; however, this type of evaluation is too threatening to the local school staffs.

PARENT COUNSELING AND INFORMATION

In terms of staff this task requires the greatest allotment of the Sequoia Institute resources. In addition to the coordinator there are two certified guidance counselors, twelve full time parent counselors (four hours a day for entire year) and twelve part time parent counselors (four hours per day for the months of April and May).

The major job of this section is to convey all information regarding the mini-school programs and the procedures for choosing schools to the parents - the channel for doing this is the parent counselors.

The parent counselors are para-professionals who reside in the community. There is an intensive training period and continued in-service training which includes the following;

1) Parent education
2) Multi-cultural education
3) Counseling techniques
4) Interpersonnel relations, and
5) Knowledge of community resources.

In all training particular emphasis is placed on developing skills in non-directive counseling. The parent counselors are required to present only objective information to parents. Each counselor is assigned to a school and their time is usually divided among the school, home visits, and the Central Office.

The major difficulties encountered by the parent counseling system is that they lack sophistication in counseling techniques, and it is difficult for them to maintain a truly objective position. A secondary problem is that parents have been reluctant to discuss their child with people who in reality are their peers in the community. Currently the Sequoia Institute is planning to increase its training program for parent counselors in order to provide them with the skills needed to be non-judgemental and gain the trust of the parents. A third problem existed when the project first began because of confusion regarding to whom the counselors were responsible. The local school administrators felt that the counselors should be considered part of their staff. As with other issues this problem was eliminated as the project evolved and the counselors remained on the staff of the Sequoia Institute.

Local Staff - As was stated previously the Sequoia Institute has not had a conflict-free relationship with the local school staffs. The conflict has primarily focused on the Sequoia Institute's roles as program evaluator and disseminator of information. The basic issue was that the Sequoia Institute insisted on releasing to the community all information gathered in the evaluation of school programs. The local staffs, particularly the principals, objected on the basis that program evaluation and information release should be the responsibility of the local schools and should not be centralized. It was also felt that the evaluations relied too heavily on standardized testing (Metropolitan Achievement Tests) and did not present a clear picture of program performance. This problem eventually reached the Superintendent whose decision supported the Sequoia Institute's position. It should be noted that the Sequoia Institute has no input into the development or implementation of local school budgets or programs. The only area of the local schools where the Sequoia Institute has "control" are the evaluation of programs, the dissemination of information, and the parent counselors. Even in these areas the Sequoia Institute must abide by the decisions of the Superintendent, and the Board of Education.

Community - The Sequoia Institute's relationship to the community has been fairly weak. The following organizational channels for these relationships are located in the Sequoia Institute; consulting with the Educational Voucher Advisory Committee (EVAC), providing parent counselors, and disseminating information. All three of these channels have had problems which hindered the development of a strong relationship between Sequoia Institute and the community.

EVAC is composed of parents and instructional staff representatives

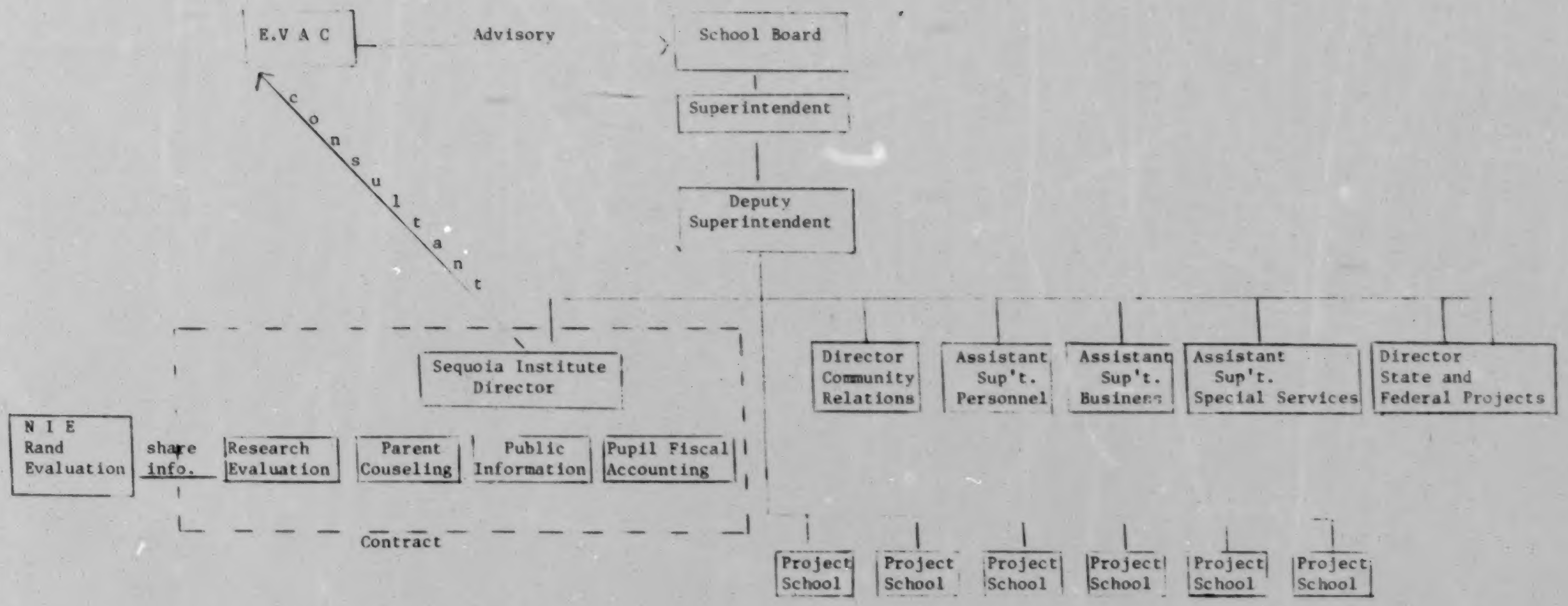
PUPIL AND FISCAL ACCOUNTING

This section of the Sequoia Institute is responsible for keeping track of the student population in terms of where programs are filled, where spaces are available, how many students are out of district, and other related problems. It is also responsible for the accounting of Voucher monies, i.e. transferring the Voucher money with the students. Most of this information is utilized by the other sections of the Sequoia Institute in implementing their tasks. For example the parent counselors are continually kept informed about the open spaces in the various programs.

EXTERNAL ORGANIZATION

Relationship of Sequoia Institute to Superintendent, Local Staff and Community.

Superintendent - Although the Sequoia Institute is an external agency under contract with the Alum Rock Schools, it schould be noted that the Director of the Sequoia Institute also functions as an Assistant Superintendent. (See Chart). In his role as Assistant Superintendent he has the same level of responsibilities and duties as the other Assistant Superintendents. The basic differences are that he is paid by the Sequoia Institute and as Director of the Sequoia Institute he has total control over the hiring and dismissing of his staff. Since the Superintendent is the contract administrator the Sequoia Institute is directly accountable to him. Only a few problems involving the Sequoia Institute have been referred to the Superintendent for resolution and it is clear that the Sequoia Institute has the full support of the Superintendent since in all cases he has supported their position.


E.V A C
Advisory
School Board
Superintendent
Deputy Superintendent
consultant
Sequoia Institute Director
N I E Rand Evaluation
share info.
Research Evaluation
Parent Couseling
Public Information
Pupil Fiscal Accounting
Contract
Director Community Relations
Assistant Sup't. Personnel
Assistant Sup't. Business
Assistant Sup't. Special Services
Director State and Federal Projects
Project School
Project School
Project School
Project School
Project School
Project School

from each of the project schools and it was formed in order to directly advise the Board of Education on any matter related to the Voucher project. The staff of the Sequoia Institute attend all EVAC meetings as consultants. The major problem with EVAC is that it had difficulty defining its tasks and developing an effective organizational structure. Its current status is much improved and it is just now becoming a viable organization. Throughout its development the Sequoia Institute has maintained a weak but positive relationship with EVAC.

The parent counselors have had a few problems that were previously mentioned. It should also be noted that communication between the counselors and parents is completely up to the parent. If parents make frequent changes in their child's program, they will be invited to speak with a counselor; however, they are not required to meet with them.

The majority of the information which parents receive from the Sequoia Institute is hand delivered. This includes the procedures for using the vouchers and the evaluation reports of the mini-school programs. Of course, this is a one-way communication. If the parent has questions concerning the procedures or reports he must take the initiative and contact the parent counselor.

Since the Sequoia Institute has a rather confusing relationship with the schools' central administration, and since communication with the community has been minimal, it is likely that much of the community is not aware of the Sequoia Institute as a separate entity. In essence the Sequoia Institute's relationship to the community is neither positive nor negative, but almost non-existent.

OBSERVATIONS AND PROJECTIONS

In theory the Sequoia Institute occupied a positive position for implementing the Voucher Project. Of course in practice it has experienced problems; however, it is likely that a different kind of organizational structure would also encounter problems of the same magnitude. Some of the problems might have been reduced or eliminated by making the following changes:

1) The Director of Sequoia Institute should have had more authority to implement the tasks of evaluation, and information dissemination.
2) Evaluations should be descriptive, productive and process oriented.
3) Efforts should be focused on gaining the trust and sanction of local administrators and staff.
4) The community should be made more aware of the role and functions of the Sequoia Institute and its relationship to the central administration.
5) Consider not housing parent counselors in schools and develop adequate training programs prior to implementing the project.

The last question to be raised is what happens after the Sequoia Institute is gone. It is clear that if the Voucher Project is continued some of the functions of the Sequoia Institute will have to be assumed by the central administration. Apparently the following changes will be made;

1) Parent counseling will be assumed by the Director of

Community Relations.

2) Evaluations will continue by an Assistant Superintendent.

3) Public information and student and fiscal accounting will be fragmented and assigned to existing personnel.

Some members of the Sequoia Institute's staff are likely to remain with the project as employees of the Alum Rock Schools.

It is difficult to understand how the centralization of these functions can be justified in terms of the school system's basic philosophy of decentralization.

RAND RESEARCH

When the Alum Rock Schools were awarded a grant from the Office of Economic Opportunity (now National Institute of Education) to implement a Voucher Project, a condition of that grant was that an independent research organization (Rand) be contracted by OEO to do a complete evaluation of the project. That evaluation is to be completed in the spring of 1974 and it will contain the following data and information:

1) Resource allocation study - i.e. How were funds allocated and how were funds spent?

2) Parent survey - i.e. What has been the attitude of parents toward the project? How did parents obtain information about the project? How did parents make choices?

3) Student testing - i.e. What if any were the cognitive and affective gains made by students?

4) Teacher Survey - i.e. What were the attitudes of teachers toward the project?

5) Historical process - i.e. How did the Project evolve and what was its impact on school organization and the roles of various staff members?
   a) Interviews with Administration, Staff, Parents and Children.
   b) Classroom observations.

According to Rand personnel they have received very good cooperation from the Central Administration of the Alum Rock Schools. As "a fly on the wall" they have been able to observe everything from executive sessions of the Board of Education to the manner in which teachers get supplies. Based on this it is likely that their report will be extremely helpful in understanding the Voucher Project at Alum Rock and its implications for other communities.

Walter Thompson

WT/ejd
4/24/74

TRANSPORTATION STUDY

OPEN ENROLLMENT
TRANSPORTATION STUDY

Prepared for the

EAST HARTFORD PUBLIC SCHOOLS

Submitted on

May 3, 1974

By

EDUCATIONAL COORDINATES, INC.
P. O. Box 2392
Princeton, N.J. 08540

A SUBSIDIARY OF MATHEMATICA, INC.

Acknowledgements

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II. OPEN ENROLLMENT TRANSPORTATION STUDY OBJECTIVES

The primary objective of Educational Coordinates' study has been to determine based on certain assumptions and within certain guidelines an estimated additional cost for pupil transportation under Open Enrollment conditions in East Hartford, Connecticut.

Secondarily, Educational Coordinates was to determine the feasibility of such transportation from a logistical as well as financial standpoint. For instance, while otherwise economically feasible, Educational Coordinates can envision certain circumstances under which provision of such service would not be logistically advisable. For example, a geographically large school district paying for vehicles on a per diem as opposed to per mile basis might easily afford such transportation service but in doing so impose inordinately long riding times on students participating in an Open Enrollment Program.

Herein Educational Coordinates respectfully presents its conclusions and the rationale therefore.

III. OPEN ENROLLMENT TRANSPORTATION STUDY CRITERIA/ ASSUMPTIONS

For more precise detail the reader is referred to the study contract. However, an overview of the performance criteria seems appropriate here.

Educational Coordinates agreed for purposes of this study to develop by digitization a network of the East Hartford Public School District. Then, using student census data supplied by the district, Educational Coordinates was to design and program a computer simulation to project numbers of pupils to be transported and the distances they would travel. Based on district supplied levels of percentage participation, the model would randomly assign them to new schools, and calculate a walking distance to the nearest elementary school from which they were to be bussed a distance computed along the digitized network. Computer outputs were to comprise summaries of students extracted and miles travelled.

In order to avoid costly and complex computer routing and scheduling, it was assumed that children could be aggregated at the elementary school nearest their homes. Such elementary school to be termed a "depot" from which children would be transported to their randomly assigned schools. It was further assumed that estimated costs for transportation would be derived using current rates, i.e., $48.99 per day for a vehicle of capacity greater than 9 children and $45.99 per day per unit for a capacity of 9 or fewer riders.

IV. OPEN ENROLLMENT TRANSPORTATION STUDY COMPUTER OUTPUTS

Three sets of computer reports constitute Appendices A, B and C to this document. Each set of reports comprises a student census listing and a tally matrix which indicates numbers of pupils transported and miles travelled for four grade level breakdowns. Moreover, each set illustrates results for a different percentage probability of student participation. The three levels were set by East Hartford Public Schools and are 7.5%, 15.0%, and 25.0%. A detailed discussion of computer output formats follows. The reader is encouraged to reference Appendix A at this point for purposes of illustration.

The student census listing depicts five major categories of data, student name, home address, grade level, schools information, and distances computed.

Student names are reported in a last-first-middle-initial format, e.g., Abelc Joseph P, and are arranged alphabetically and in ascending order by grade level, i.e., kindergarten (0) through grade twelve.

Home address is printed exactly as supplied by Mr. Vail's office originally, i.e., house number and street name and type, e.g., 0601 Forest Street.

Grade level, the column headed G L, is a numeric (kindergarten is 0) indication and was used as the major data item for report sequence, as noted previously.

"SCHOOL" information is subdivided into three minor categories, "CUR", "BUS", "NEW". "CUR" represents the numeric code of the school which the child currently attends. The second column, headed "BUS", indicates the code of the elementary school nearest the child's home at which he will be picked up and from which he will be bussed. A child's newly assigned school picked at random by computer is noted by a code in the last column, headed "NEW". In sequence then, the reader can determine a child's present school, his depot location, and randomly projected school building.

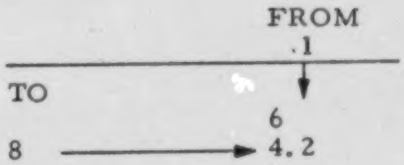
The existing school coding structure was used and is recounted here following:

Code	School Name	Grades
1	Barnes	0-4
2	Burnside	0-5
3	Center	0-8
4	Goodwin	0-5
5	Hockanum	0-8
6	Mayberry	0-5
7	McCartin	0-5
8	Norris	0-5
9	O'Brien	6-8
10	O'Connell	5-8
11	Second North	0-3
12	Silver Lane	0-5
13	Slye	0-5
14	South Grammar	0-5
15	Sunset Ridge	0-8
16	Willowbrook	0-5
17	Woodland	0-5
18	Stevens	0-5
19	Pitkin	6-8
20	Langford	0-5
31	East Hartford High School	9-12
32	Penney High	9-12

The last major category, "DISTANCE", also has two subheadings, "WALK" and "BUS". Under "WALK" is listed the computer-calculated distance in miles and hundredths, e.g., 0.36, that a child must travel, usually by walking, to arrive at his depot or "BUS" pickup point. Next to that figure, under "BUS", is reported the bussing distance from the depot to the child's "NEW" school. This figure is also registered in miles and hundredths, e.g., 2.10. The distance a child walks to his stop and the distance he is subsequently bussed can both be seen, then, under "DISTANCE".

The second report in each set illustrates in matrix format the total numbers of pupils to be aggregated at each "FROM" school and the miles they will be bussed to each "TO" school. Rows represent summary figures for each "TO" school. Similarly, columns list data for each "FROM" school.

Data noted are number of students to be bussed (top) and road distance between the two schools (bottom). For example, 6 students being transported "FROM" Barnes (1) "TO" Norris (8) would be found by tracing down the "FROM" column under 1 to the "TO" row at 8 thusly:



Distances are printed in miles and tenths rounded from hundredths in the standard manner. Distances are not multiplied by pupils to arrive at the oft misunderstood pupil-miles figure but instead indicate the distance any vehicle will travel between schools regardless of load. Where no pupils were assigned zero is printed. In that case, distance is printed but not accumulated for total purposes. Total pupils projected into each "TO" school and miles travelled "FROM" each sending school are listed in the rightmost column under "TOT" in the same top-bottom manner noted previously. The same school codes apply as before.

Two additional facts should be noted. Because the Barnes School (1) and the O'Connell School (10) are adjacent, they were considered as one "FROM" school though separate and distinct as "TO" schools. Secondly, all schools containing any portion of grades K through 8 were used as "FROM" schools, i.e., only the two high schools (31 and 32) were not used as "BUS" pickup points.

Eight pages of matrix-format reports are submitted for each percentage level. Two pages for each of four grade-level breakdowns were used. Those grade-level breakdowns as stipulated by East Hartford Public Schools are K, 1-5, 6-8, 9-12. The second page for each grade-level breakdown indicates a grand total of pupils and miles for all "FROM" - "TO" combinations within those grade ranges.

The reader should now be able to determine the number of pupils by grade range transported "FROM" any school "TO" any other school and the distances they will ride.

V. OPEN ENROLLMENT TRANSPORTATION UNIT (OETU)

Because assuming Open Enrollment transportation service will occur only on a point-to-point basis between individual schools causes unrealistic cost projections, Educational Coordinates proposes adoption of the OETU for bussing in an Open Enrollment situation. The concept envisions grouping certain "FROM" schools for transportation purposes based on proximity and accessability. For East Hartford, Educational Coordinates proposes the following groupings:

OETU I

Barnes
O'Connell
Goodwin
McCartin

OETU II

Hockanum
South Grammar
Willowbrook
Silver Lane

OETU III

Center
Second North
Norris
Burnside

OETU IV

O'Brien
Langford
Woodland
Mayberry

OETU V

Sunset Ridge
Stevens
Slye
Pitkin

Please reference Appendix D for a pictorial representation of the OETU proposal.

In proposing such a concept for East Hartford, Educational Coordinates is cognizant of the implicit trade-off between student riding time and costs. While violation of the current 20 minute riding time limit is likely in some cases employing OETU's, the cost of individual service is so astronomical as to warrant increased route times. For example, Educational Coordinates estimates that riding times will vary approximately between 12 and 36 minutes, while costs for individual service could actually exceed our conservative estimate of $3.3 million.[1] In Educational Coordinates' opinion, the OETU concept is justifiable as proposed. In fact, larger groupings might decrease costs further without appreciable increases in route time.

The following table and data are provided in order to substantiate Educational Coordinates' proposal to utilize the OETU concept. The table itself represents in matrix format the travel distances between OETU's and within them between the most widely separated schools.

OETU DISTANCE TABLE

OETU	I	II	III	IV	V
I	2.1	1.1	4.2	3.5	1.8
II	1.1	2.2	1.7	2.9	2.0
III	4.2[4]	1.7	1.9[1]	1.3	1.4
IV	3.5	2.9	1.3	2.6	1.0
V	1.8	2.0	1.4	1.0[3]	2.7[2]

1 minimum distance within an OETU
2 maximum distance within an OETU
3 minimum distance between two OETU's
4 maximum distance between two OETU's

---

[1] $3.3 million derived by assuming van service from 19 depot schools to each of 21 other schools, or 399 vans at $45.99 per day for 182 days totalling $3,339,701.80

In order to arrive at an estimated maximum route travel time, Educational Coordinates has doubled the largest distance within an OETU and added the greatest distance between two, thusly arriving at a maximum travel distance of 9.6 miles. Rounding to 10 miles and assuming an average vehicle speed of 30 mph, we project a maximum travel time of 20 minutes. Inside distance was doubled because in some cases a vehicle may need to travel the entire length of both OETU's.

An estimate for minimum route travel time was derived in essentially the same manner but without doubling inside distance. The minimum distance, then, is 2.9 miles. Rounding to 3 miles and assuming the same 30 mph result in a minimum travel time estimate of 6 minutes.

In determining overall OETU route time, pupil loading time and unloading must also be considered. Maximum time was computed by assuming 5 seconds per child for a full bus load of 72 riders, 1 minute per stop additional time for "overhead", and 4 stops, or 4 "FROM" schools. Including all loading and unloading time, we, therefore, project a maximum of 16 minutes loading time, or 4 for "overhead", 6 to load the bus, and 6 to unload it.

Minimum time was computed in essentially the same manner, but by assuming use of a 9 passenger van instead. Educational Coordinates projects a minimum time for loading and unloading of 6 minutes, or 4 for "overhead", 1 to load the van, and 1 to unload it.

The projected range of OETU route times, then, becomes 12 to 36 minutes. While that produces an average of 24 minutes, Educational Coordinates strongly suspects detailed statistical analysis would uncover a median route time in excess of that figure.

Educational Coordinates concludes that an OETU approach to Open Enrollment transportation service is imperative. Individual service is financially prohibitive as stated previously, and route times do not increase inordinately in an OETU environment.

VI. OPEN ENROLLMENT TRANSPORTATION STUDY OETU/COST SUMMARIES

In this section Educational Coordinates has summarized in tabular form the computer outputs and projected costs associated therewith. Two tables are presented for each percentage level. The first is a summary of students (ST) and vehicles required (VR) for their transportation from each OETU to each school. Where a van will suffice VR lists simply V. In the case where a bus is needed, or a vehicle of capacity greater than 9, VR is reported as a B. Combinations of multiple V's and B's may occur. The second report utilizes the same coding to depict students and vehicles required when all students randomly assigned to a given school are considered as a whole.

Therefore, Tables 1, 3, and 5 summarize data and estimated maximum costs for percentage levels 7.5%, 15.0%, and 25.0% respectively, whereas Tables 2, 4, and 6 summarize data and estimated minimum costs for those same levels. In the first case, estimates are an upper bound because no vehicle reuse is assumed and each OETU has dedicated vehicle service. In the minimum case, it is assumed that all children assigned to a given school can be serviced with one or more vehicles regardless of OETU boundaries. This case, however, also does not envision vehicle reuse among "TO" schools. The factor of vehicle reutilization is treated in another section of this report.

The following maximum and minimum cost estimates were derived from rates and conditions currently governing East Hartford pupil transportation contracts.

	ESTIMATED MAXIMUM	ESTIMATED MINIMUM
7.5%	$ 915,445.44	$ 213,988.32
15.0%	$ 979,673.24	$ 285,317.76
25.0%	$1,052,835.40	$ 449,811.18

Open Enrollment Pupil Transportation Study

Table 1

% Change 7.5 %			Open Enrollment Transportation Units									
Schools Serviced			I		II		III		IV		V	
Code	Name	Grades	ST	VR	ST	VR	ST	VR	ST	VR	ST	VR
1	Barnes	K-4	1	V	4	V	2	V	2	V	4	V
2	Burnside	K-5	5	V	6	V	8	V	5	V	6	V
3	Center	K-8	13	B	15	B	9	V	10	B	11	B
4	Goodwin	K-5	3	V	8	V	4	V	3	V	7	V
5	Hockanum	K-8	9	V	8	V	16	B	10	B	18	B
6	Mayberry	K-5	4	V	5	V	6	V	4	V	3	V
7	McCartin	K-5	4	V	5	V	7	V	5	V	6	V
8	Norris	K-5	5	V	5	V	6	V	5	V	4	V
9	O'Brien	6-8	9	V	6	V	3	V			10	B
10	O'Connell	5-8	3	V	8	V	9	V	5	V	10	B
11	Second North	K-3	2	V	1	V	3	V	4	V	3	V
12	Silver Lane	K-5	2	V	2	V	6	V	5	V	5	V
13	Slye	K-5	3	V	3	V	3	V	2	V	5	V
14	South Grammar	K-5	3	V	2	V	2	V	6	V	3	V
15	Sunset Ridge	K-8	11	B	13	B	13	B	20	B	9	V
16	Willowbrook	K-5	7	V	3	V	5	V	5	V	5	V
17	Woodland	K-5	3	V	1	V	2	V	8	V	5	V
18	Stevens	K-5	5	V	3	V	12	V	5	V	1	V
19	Pitkin	6-8	3	V	6	V	7	V	2	V	6	V
20	Langford	K-5	4	V	3	V	5	V	3	V	4	V
31	E.H.H.S.	9-12	51	B	31	B			1	V	55	B
32	Penney	9-12	4	V	14	B	57	B	42	B	12	B
	Totals		154	19V 3B	152	18V 4B	185	17V 4B	152	17V 4B	192	16V 6B

Total Students	835		
Total Buses	21 @ $48.99/day	Cost $	1028.79
Total Vans	87 @ $45.99/day	Cost	4001.13
	Total Daily	Cost $	5029.92
			X182 days/yr
	Total Annual Cost		$915,445.44

Open Enrollment Pupil Transportation Study
Table 2

% Change 7.5%			OETU TOTALS		
Schools Serviced			Total	Vehicles	
Code	Name	Grades	Students	Buses	Vans
1	Barnes	K-4	13	B	
2	Burnside	K-5	30	B	
3	Center	K-8	58	B	
4	Goodwin	K-5	25	B	
5	Hockanum	K-8	61	B	
6	Mayberry	K-5	22	B	
7	McCartin	K-5	27	B	
8	Norris	K-5	25	B	
9	O'Brien	6-8	28	B	
10	O'Connell	5-8	35	B	
11	Second North	K-3	13	B	
12	Silver Lane	K-5	20	B	
13	Slye	K-5	16	B	
14	South Grammar	K-5	16	B	
15	Sunset Ridge	K-8	66	B	
16	Willowbrook	K-5	25	B	
17	Woodland	K-5	19	B	
18	Stevens	6-8	26	B	
19	Pitkin	6-8	24	B	
20	Langford	K-5	19	B	
31	E.H.H.S.	9-12	138	2B	
32	Penney	9-12	129	2B	
			835	24	

Total Buses	24 @ $48.99/day	Cost	$	1175.76
Total Vans	$45.99/day	Cost	$	
	Total Daily	Cost	$	1175.76 x 182 day/yr
	Total Annual	Cost		$213,988.32

Open Enrollment Pupil Transportation Study
Table 3

% Change	15.0 %		Open Enrollment Transportation Units									
Schools Serviced			I		II		III		IV		V	
Code	Name	Grades	ST	VR	ST	VR	ST	VR	ST	VR	ST	VR
1	Barnes	K-4	3	V	9	V	10	B	2	V	11	B
2	Burnside	K-5	12	B	11	B	13	B	8	V	8	V
3	Center	K-8	23	B	29	B	18	B	21	B	21	B
4	Goodwin	K-5	8	V	14	B	15	B	8	V	10	B
5	Hockanum	K-8	16	B	8	V	35	B	15	B	23	B
6	Mayberry	K-5	12	B	5	V	7	V	4	V	15	B
7	McCartin	K-5	8	V	9	V	9	V	14	B	8	V
8	Norris	K-5	11	B	5	V	9	V	3	V	11	B
9	O'Brien	6-8	13	B	4	V	8	V	1	V	27	B
10	O'Connell	5-8	9	V	21	B	29	B	20	B	10	B
11	Second North	K-3	5	V	5	V	6	V	3	V	6	V
12	Silver Lane	K-5	11	B	5	V	12	B	6	V	9	V
13	Slye	K-5	6	V	14	B	11	B	11	B	6	V
14	South Grammar	K-5	10	B	9	V	10	B	8	V	4	V
15	Sunset Ridge	K-8	18	B	23	B	34	B	12	B	17	B
16	Willowbrook	K-5	10	B	4	V	16	B	17	B	10	B
17	Woodland	K-5	10	B	12	B	6	V	8	V	6	V
18	Stevens	K-5	3	V	9	V	14	B	9	V	8	V
19	Pitkin	6-8	11	B	9	V	11	B	17	B	6	V
20	Langford	K-5	9	V	10	B	8	V	8	V	8	V
31	E.H.H.S.	9-12	94	2B	61	B			2	V	83	2B
32	Penney	9-12	3	V	20	B	111	2B	89	2B	23	B
	Totals		305	9V 14B	298	12V 10B	392	7V 15B	286	13V 10B	330	10V 13B

Total Students 1609

Total Buses	62 @ $48.99/day	Cost	$ 3037.38
Total Vans	51 @ $45.99/day	Cost	2345.49
		Total Daily Cost	5382.82
			x 182 days/yr
		Total Annual Cost	$979,673.24

Open Enrollment Pupil Transportation Study
Table 4

% Change 15.0%			OETU TOTALS		
Schools Serviced			Total Students	Vehicles	
Code	Name	Grades		Buses	Vans
1	Barnes	K-4	35	1	
2	Burnside	K-5	52	1	
3	Center	K-8	112	2	
4	Goodwin	K-5	55	1	
5	Hockanum	K-8	97	2	
6	Mayberry	K-5	43	1	
7	McCartin	K-5	48	1	
8	Norris	K-5	39	1	
9	O'Brien	6-8	53	1	
10	O'Connell	5-8	89	2	
11	Second North	K-3	25	1	
12	Silver Lane	K-5	43	1	
13	Slye	K-5	48	1	
14	South Grammar	K-5	41	1	
15	Sunset Ridge	K-8	104	2	
16	Willowbrook	K-5	57	1	
17	Woodland	K-5	42	1	
18	Stevens	K-5	43	1	
19	Pitkin	6-8	54	1	
20	Langford	K-5	43	1	
31	E.H.H.S.	9-12	240	4	
32	Penney	9-12	246	4	
			1609	32	----

Total Buses @ $48.99/day		Cost	$1567.68
Total Vans @ $45.99/day		Cost	
	Total Daily	Cost	$1567.68
			x 182 days/yr
	Total Annual	Cost	$285,317.76

Open Enrollment Pupil Transportation Study
Table 5

% Change 25.0 %			Open Enrollment Transportation Units									
Schools Serviced			I		II		III		IV		V	
Code	Name	Grades	ST	VR	ST	VR	ST	VR	ST	VR	ST	VR
1	Barnes	K-4	7	V	14	B	11	B	16	B	8	V
2	Burnside	K-5	12	B	15	B	16	B	12	B	18	B
3	Center	K-8	55	B	51	B	26	B	45	B	43	B
4	Goodwin	K-5	9	V	11	B	24	B	16	B	12	B
5	Hockanum	K-8	36	B	24	B	44	B	39	B	44	B
6	Mayberry	K-5	15	B	25	B	17	B	16	B	12	B
7	McCartin	K-5	8	V	15	B	16	B	15	B	15	B
8	Norris	K-5	15	B	18	B	12	B	19	B	17	B
9	O'Brien	6-8	20	B	23	B	7	V	2	V	27	B
10	O'Connell	5-8	20	B	24	B	30	B	25	B	24	B
11	Second North	K-5	9	V	15	B	12	B	10	B	12	B
12	Silver Lane	K-5	23	B	10	B	20	B	10	B	21	B
13	Slye	K-5	15	B	11	B	19	B	18	B	10	B
14	South Grammar	K-5	22	B	15	B	12	B	13	B	9	V
15	Sunset Ridge	K-8	39	B	43	B	47	B	26	B	38	B
16	Willowbrook	K-5	12	B	13	B	19	B	12	B	11	B
17	Woodland	K-5	16	B	13	B	21	B	14	B	11	B
18	Stevens	K-5	15	B	15	B	18	B	15	B	12	B
19	Pitkin	6-8	14	B	17	B	25	B	20	B	6	V
20	Langford	K-5	13	B	19	B	23	B	7	V	18	B
31	E.H.H.S.	9-12	172	3B	79	B V	19	V	3	V	180	3B
32	Penney	9-12	4	V	44	B	191	3B	151	2BV	31	B
	Totals		551	5V 19B	514	1V 22B	611	2V 22B	504	4V 20B	579	5V 21B

Total Students 2759

Total Buses	104 @ $48.99/day	Cost	$	5094.96
Total Vans	15 @ $45.99/day	Cost		689.85
	Total Daily	Cost	$	5784.81
				x 182 days/yr
	Total Annual	Cost		$1,052,835.40

Open Enrollment Pupil Transportation Study
Table 6

% Change 25.0 %			OETU TOTALS		
Schools Serviced			Total Students	Vehicles	
Code	Name	Grades		Buses	Vans
1	Barnes	K-4	56	1	
2	Burnside	K-5	73	1	1
3	Center	K-8	220	3	1
4	Goodwin	K-5	72	1	
5	Hockanum	K-8	187	3	
6	Mayberry	K-5	85	2	
7	McCartin	K-5	69	1	
8	Norris	K-5	81	1	1
9	O'Brien	6-8	79	1	1
10	O'Connell	5-8	123	2	
11	Second North	K-5	58	1	
12	Silver Lane	K-5	84	2	
13	Slye	K-5	73	1	1
14	South Grammar	K-5	71	1	
15	Sunset Ridge	K-8	193	3	
16	Willowbrook	K-5	67	1	
17	Woodland	K-5	75	1	1
18	Stevens	K-5	75	1	1
19	Pitkin	6-8	82	2	
20	Langford	K-5	80	1	1
31	E.H.H.S.	9-12	435	6	1
32	Penney	9-12	421	6	
			2759	42	9

Total Buses 42 @ $48.99/day	Cost	$	2057.58
Total Vans 9 @ $45.99/day	Cost	$	413.91
Total Daily	Cost	$	2471.49
			x 182 days/yr
Total Annual	Cost		$449,811.18

POLICY EXTENSION

PUBLIC ACT 122
LEGAL QUESTIONS AND ANSWERS

HOUSE BILL NO. 5457 *

PUBLIC ACT NO. 122

An act enabling school districts to participate in a demonstration program designed to develop and test the use of Education Scholarships for school children, and to allow private schools to participate in such programs.

Sec. 10-239a. Demonstration scholarship program. Short title. Legislative intent. This act shall be known and may be cited as the demonstration scholarship program authorization act of 1972. It is the intent of the legislature to enable up to six town or regional boards of education to participate in a demonstration program designed to develop and test the use of education scholarships for school children. The purpose of this demonstration scholarship program is to develop and test education scholarships as a way to improve the quality of education by making schools, both public and private, more responsive to the needs of children and parents, to provide greater parental choice, and to determine the extent to which the quality and delivery of educational services are affected by economic incentives. The demonstration scholarship program authorized by sections 10-239a to 10-239h, inclusive, shall aid students and shall not be used to support or to benefit any particular schools. (1972, P.A. 122,S.1.)

Sec. 10-239b. Definitions. As used in sections 10-239a to 10-239h, inclusive: (1) "Demonstration area" means the area designated by the participating town or regional board of education for the purposes of a demonstration scholarship program defined in subsection (2) of this section, which area shall include a substantial number of needy or disadvantaged students, (2) "demonstration scholarship program" means a program for developing and testing the use of educational scholarships for all pupils eligible to attend public or private schools within the demonstration area, which scholarships shall be made available to the parents or legal guardians of a scholarship recipient in the form of a drawing right, negotiable certificate or other document which may not be redeemed except for educational purposes at schools fulfilling the requirements of subsection (a) of section 10-239e, (3) "demonstration board" means a board established by the town or regional board of education to conduct the demonstration scholarship program, (4) "contract" means the agreement entered into by the town or regional board of education and a federal governmental agency for the purpose of conducting a demonstration scholarship program. (1972, P.A. 122,S.2)

Sec. 10-239c. Contract with federal agency for funds. The town or regional board of education may contract with a federal governmental agency for funds to establish a demonstration scholarship program to exist for a period of up to five years, such board to receive such state and local aid for any of its students as would otherwise be provided by law regardless of whether or not such students participate in a demonstration scholarship program, which funds may be expended under the demonstration scholarship program as the demonstration contract shall provide and within the demonstration area. (1972, P.A. 122,S.3.)

Sec. 10-239d. Demonstration board and staff. Scholarships. The town or regional board of education may establish a demonstration board and staff and may authorize it to administer the demonstration project authorized by sections 10-239a to 10-239h, inclusive, provided the costs of such organization shall be borne by the contracting federal agency. The members of the demonstration board, if it is not the town or regional board of education itself, shall serve for the terms established by the appointing board. (1) The demonstration board may: (a) Employ a staff for the demonstration board, (b) receive and expend funds to support the demonstration board and scholarships for children in the demonstration area, (c) contract with other government agencies and private persons or organizations to provide or receive services, supplies, facilities and equipment, (d) determine rules and regulations for use of scholarships in the demonstration area, (e) adopt rules and regulations for its own government, (f) receive and expend funds from the federal governmental agency necessary to pay for the costs incurred in administering the program, (g) otherwise provide the specified programs, services and activities.

(2) The demonstration board shall award a scholarship to each school child residing in the demonstration area, subject only to such age and grade restrictions which it may establish. The scholarship funds shall be made available to the parents or legal guardian of a scholarship recipient in the form of a drawing right, certificate or other document which may not be redeemed except for educational purposes.

(3) The demonstration board shall establish the amount of the scholarship in a fair and impartial manner as follows: There shall be a basic scholarship equal in amount to every other basic scholarship for every eligible student in the demonstration area. In no case shall the amount of the basic scholarship fall below the level of average current expense per pupil for corresponding grade levels in the public schools in the demonstration area in the year immediately preceding the demonstration program.

(4) In addition to each base scholarship, compensatory scholarships shall be given to disadvantaged children. The amount of such compensatory scholarships and the manner by which children may qualify for them shall be established by the demonstration board.

(5) Adequate provision for the pro rata or incremental redemption of scholarships shall be made.

(6) The contract shall provide sufficient money to pay all actual and necessary transportation costs incurred by parents in sending their children to the school of their choice within the demonstration area, subject to distance limitations imposed by existing law.

(7) The contract shall specify that the contracting federal governmental agency shall hold harmless the participating local board from any possible decreased economies of scale or increased costs per pupil caused by the transition to a demonstration program.

(1972, P.A. 122,S.4.)

Sec. 10-239e. Use of scholarships. Eligibility of schools. (a) The demonstration board shall authorize the parents or legal guardian of scholarship recipients to use the demonstration scholarships at any public or private school in which the scholarship recipient is enrolled provided such public or private school: (1) Meets all educational, fiscal, health and safety standards required by law, (2) does not discriminate against the admission of students and the hiring of teachers on the basis of race, color or economic status and has filed a certificate with the state board of education that the school is in compliance with Title VI of the Civil Rights Act of 1964, (3) in no case levies or requires any tuition, fee or charge above the value of the education scholarship, (4) is free from sectarian control or influence except as provided in subsection (b) of this section, (5) provides public access to all financial and administrative records and provides to the parent or guardian of each eligible child in the demonstration area comprehensive information, in written form, on the courses of study offered, curriculum, materials and textbooks, the qualifications of teachers, administrators and paraprofessionals, the minimum school day, the salary schedules, financial reports of money spent per pupil and such other information as may be required by the demonstration board, (6) provides periodic reports to the parents on the average progress of the pupils enrolled, (7) meets any additional requirements established for all participating schools by the demonstration board.

(b) In compliance with the constitutional guarantee of free exercise of religion, schools may be exempted from subdivision (4) of subsection (a) of this section if they meet all other requirements for eligibility.

(1972, P.A. 122,S.5,6.)

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* "General Statutes of Connecticut", Volume II, State of Connecticut, 1973 pages 318-321.

LEGAL QUESTIONS

I. Connecticut

A. Demonstration Scholarship Program Authorization Act of 1972 (Secs. 10-239 a-h of Conn. Gen. Stat. as amended attached as Exhibit A)

	Applicable Statutory Language	Original Source of Question	Tentative Conclusion
Are private and public schools outside demonstration area eligible to participate in the demonstration program?	Sec. 10-239e.(a)-at any public or private school vs. Sec. 10-239b.(2)-use of educational scholarships for all pupils eligible to attend public or private schools within the demonstration area.	CSPP	No, but very close question. For reasons other than legal it appears desirable to start with schools within area. Consider legislative action to permit outside of demonstration area later.
	Sec. 10-239c.-which funds may be expended . . . within the demonstration area.		
	Sec. 10-239d(1)(b)-receive and expend funds to support the demonstration and scholarships for children in the demonstration area		
	Sec. 10-239c.(1)(d)-determine rules and regulations for use of scholarships in the demonstration area		
	Sec. 10-239d.(3)-basic scholarship for every eligible student in the demonstration area.		
	Sec. 10-239d.(3)-average current expense per pupil . . . in the demonstration area.		
	Sec. 10-239d.(6)-transportation costs incurred by parents in sending their children to the school of their choice		

If answer to previous question is no, can private school facilities alone and otherwise outside of designation area be designated as and included as part of designation area?		CSPP	No Probably only form over substance.
Does the term "Town" cover (East) Hartford?	Sec. 10-239a.-"Town" vs. City	CSPP	Yes, East Hartford is a Town.
Are there a substantial number of needy or disadvantaged children in East Hartford?	Sec. 10-239b.(2)-"substantial number"	CSPP	Yes, not a percentage formula.
Must parents or legal guardians of voucher recipient reside in demonstration area?	Sec. 10-239d.(2)-each school child residing in demonstration district	CSPP	Yes
What would happen if NIE decided to use a grant instead of a contract?	Sec. 10-239c.-may contract	CSPP	Nothing-a grant is a contract-grant must cover requirements.
For how long may board contract for governmental agency funds?	Sec. 10-239c.-scholarship program to exist for a period of up to five years	CSPP	For five years from date scholarships program begins.
When does scholarship program begin?		P&P	
Can parochial and private school vouchers be discounted?	Sec. 10-239d.(2)-which may not be redeemed except for educational purposes	CSPP	Yes
a) so parochial schools are not getting money to spend on religion?	Sec. 10-239d.(5)-adequate provision for the pro rata or incidental redemption of scholarships shall be made.		

b) so private school with a tuition of $600 redeems voucher for $600 rather than $1000 which is what it may be worth?			
Can the demonstration board set transportation policies other than those contained in Sec. 10-239a. to Sec. 10-239h?	Sec. 10-239d.(1)(g)- otherwise provide the specified programs services and activities. Sec. 10-239d.(6)-transportation . . . within area, subject to distance limitations imposed by existing law.	CSPP	Yes, but cannot be inconsistent with other provisions.
Do private schools participating in program have to meet all educational requirements of public schools?	Sec. 10-239e.(1)-all educational standards required by law	CSPP	No
Is a private school that charges some other students more than those participating in the demonstration program ineligible?	Sec. 10-239e.(a)(3)-in no case levies or requires any tuition, fee or charge above the value of the educational scholarship	CSPP	No, but very close question. Possibly should amend statute.
Will the Connecticut law covering collective bargaining in public schools necessarily be extended to private voucher schools?		CSPP	No
Who contracts with Federal agency and establishes "demonstration board"?	Sec. 10-239(c),10-239d.-Town or regional board of education vs. Six town or regional boards of education, town or regional school districts	P&P	Board of Education
May program indirectly benefit schools?	Sec. 10-239a.-demonstration scholarship program . . . shall not be used to support or benefit any particular schools.	P&P	Yes

Under existing law what "distance limitations are imposed"?	Sec. 10-239(b)	P&P	
How are scholarships redeemed?		P&P	
Must there be a voucher or other form of drawing certificate for all students?	Sec. 10-239(2)-which scholarships shall be made available to parents . . . in form of drawing right . . . or other document	E.H. Admin.	Yes Who would be damaged if technical requirement over looked? But caution, if want benefits of statute, to be safe should accept burden Administration solution perhaps in format and in way made available
Is statute void for vagueness?	Definition problems	P&P	
	Sec. 10-239(b)(2)-needy or disadvantaged students	P&P	See inconsistent definitions attached as Exhibit B but apparently restricted to applicable sections
	Sec. 10-239d.(3)-average current expense per pupil	P&P	
	Sec. 10-239d.(4)-compensatory scholarships	P&P	
	Sec. 10-239d.(5)-pro rata or incremental redemption	P&P	
	Sec. 10-239d.(7)-decreased economies of scale increased costs per pupil caused by the transition	CSPP	
	Sec. 10-239d.(s)-all administrative records	P&P	
	Sec. 10-239g.-valid test	P&P	

Are there sufficient standards or guidelines to determine eligibility of schools?	Sec. 10-239(e)(7)-meets any additional requirements	P&P	Yes
	Sec..10-239e.(b)-schools under sectarian control may be exempted	P&P	Yes
Are there sufficient standards or guidelines with respect to regulation of scholarships?	Sec. 10-239d.(d)-determine rules and regulations for use of scholarships	P&P	Yes
Must federal agency pay all transportation costs to schools in East Hartford?	Sec. 10-239d.(6)-sufficient money to pay all . . . transportation costs incurred by parents	P&P	No Probably limited to costs incurred directly by parents because standard means not available.
Can evidence of legislative intent be introduced to resolve ambiguities in language?		P&P	

B. Other Connecticut Statutory Provisions Applicable

Can same or similar innovative system of open enrollment be instituted under Sec. 10-76K attached as Exhibit C?		CSPP	No Specific provisions of Demonstration Scholarship Program Authorization Act of 1972 probably preempt field. But believe it worth pursuing by staff to comply with Sec. 10-76K.
What are legal requirements to establish private school?		E.H. Admin.	Separate letter, dated April 11, 1974

Will students attending private schools pursuant to demonstration program continue to be included in "average daily membership" computation?	Sec. 10-261-"average daily membership" means the number obtained by adding the number of all pupils . . . enrolled in public schools . . . (but cf. definition of Public Schools) vs. Sec. 10-239c.-such board to receive such state and local aid for any of its students as would otherwise be provided by law regardless of whether or not such students participate in a demonstration scholarship program.	E.H. Admin.	Yes, but serious problem Possible solutions: a)"otherwise" b)"enrolled" in public schools but attend private schools c)contract with Federal agency to save harmless if other construction prevailed in suit. d)legislative clarification
C. Connecticut Constitution			
Does demonstration program interfere with guarantee of free public schools?	Article Eighth, Sec. 1-There shall always be free public elementary and secondary schools in this state . . .	P&P	No
Certain federal constitution issues are also state issues - see below			
Federal			
A. Constitution			
Establishment clause of U.S. Constitution	1st Amendment		Wait on this issue
See "vagueness" and "standards" issues raised above in connection with Connecticut Scholarship Program Authorization Act of 1972	14th Amendment		

B. Other Federal Questions

To what extent will Federal government finance legal defense?	E.H. Admin.	E.H. Admin. is pursuing through NIE
NIE will furnish P&P with standard contract form to help anticipate legal questions.		

III. Miscellaneous

E.H. Administration to furnish P&P with early drafts of regulations to help anticipate legal questions		
Can Title I funds be voucherized to provide compensatory scholarships pursuant to Sec. 10-239d.(4)?	CSPP	E.H. Admin. is pursuing with appropriate state and federal administrative authorities.
Can federal agency cancel during a five year contract?	P&P	

POST & PRATT

Attorneys at Law

Avon Park North, Avon, Connecticut 06001
(203) 678-1555

April 11, 1974

Mrs. Frances Klein
Project Coordinator
East Hartford Public Schools
110 Long Hill Drive
East Hartford, Connecticut 06108

Dear Mrs. Klein:

As requested we have examined the Connecticut Statutory requirements for private schools. The requirements are few and the following are generally applicable:

1. A private school must report certain data to the Connecticut State Department of Education. See enclosed copy of Sec. 10-188 of Conn. Gen. Stat. as amended.

2. A private school shall provide courses in citizenship specified in Sec. 10-18 of Conn. Gen. Stat. as amended, a copy of which is enclosed. It should be noted that by its terms but for no apparent reason, this section is not applicable to proprietary or profit making schools.

3. Private schools must comply with state and local fire, building, zoning and health laws.

4. The medium of instruction normally required in private elementary schools is the English language. See Sec. 10-17 of Conn. Gen. Stat., a copy of which is enclosed.

5. Sec. 10-184 of Conn. Gen. Stat., a copy of which is enclosed, requires parents to see that their children receive "equivalent instruction in studies taught in public school". This provision could be interpreted so as to require private schools to meet numerous standards in order that parents would comply. To date this has been administratively interpreted by the Connecticut State Department of Education to require only:

a) 180 school days of 4 hours or fewer number of days with longer hours.

b) Courses in alcohol, tobacco, and drugs. See Sec. 2, P.A. No. 73-632, a copy of which is enclosed.

There is no requirement that private schools be accredited or approved by the Connecticut State Department of Education. On a purely voluntary basis, private schools may obtain Department approval and for purposes of gaining acceptance in the community they do so. It has been in the interest of both the Department of Education and private schools to work on a cooperative basis.

The information obtained for this letter is based on our review of the applicable statutory provisions and telephone conversations with Nelson Farquhar, Executive Director of Connecticut Association of Independent Schools (236-3946) and John M. Harrington, Bureau of Evaluation and Educational Services, Connecticut State Department of Education (566-3354). I am enclosing additional material furnished by Mr. Harrington. I know both men would be glad to answer additional questions.

Very truly yours,

Laurence O. Pratt, Jr.

LOP/bw
Encls.

Sec. 10-188. Private schools and instruction. Attendance of children at a school other than a public school shall not be regarded as compliance with the laws of the state requiring parents and other persons having control of children to cause them to attend school, unless the teachers or persons having control of such school keep a register of attendance in the form and manner prescribed by the state board of education for the public schools, which register shall, at all times during school hours, be open to the inspection of the secretary and agents of the state board of education, and make such reports and returns concerning the school under their charge to the secretary of the state board of education as are required from boards of education concerning the public schools, except that no report concerning finances shall be required. The secretary of the state board of education shall furnish to the teachers or persons having charge of any school, on their request, such registers and blanks for returns as may be necessary for compliance with the provisions of this section. (1949 Rev., S. 1449.)

Cited 147 C 374, 149 C 720

Sec. 10-18. Courses in United States history, government and duties and responsibilities of citizenship. (a) All high, preparatory, secondary and elementary schools, public or private, whose property is exempt from taxation, shall provide a program of United States history, including instruction in United States government at all levels, and in the duties, responsibilities, and rights of United States citizenship. No student shall be graduated from any such school who has not been found to be familiar with said subjects.

(b) The state board of education shall, upon request by a board of education, make samples of materials available for use in the schools required to teach the courses provided for in this section, with supplementary materials for such use.

(c) The board of education of each school district and the board of trustees, board of governors or other regulatory body of each such public or private school shall file with the secretary of the state board of education a copy of

such courses in United States history, government, and citizenship, and annually, on or before August first, shall file any modification or adjustments in such courses of study with said secretary.

(1949 Rev., S. 1352-1357; 1959, P.A. 411, S. 2, 3; 1971, P.A. 758.)

Sec. 10-17. English language to be medium of instruction. Exception. The medium of instruction and administration in all public and private elementary schools shall be the English language, except that instruction as provided in sections 10-17a and 10-17b may be given in any language other than English to any pupil who, by reason of foreign birth, ancestry or otherwise, experiences difficulty in reading and understanding English. (1949 Rev. S. 1351; 1971, P.A. 432, S. 1.)

CHAPTER 168

SCHOOL ATTENDANCE AND EMPLOYMENT OF CHILDREN

Sec. 10-184. Duties of parents. All parents and those who have the care of children shall bring them up in some lawful and honest employment and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic and United States history and in citizenship, including a study of the town, state and federal governments. Each parent or other person having control of a child over seven and under sixteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, or while the school is in session in which provision for the instruction of such child is made according to law, unless the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Children over fourteen years of age shall not be subject to the requirements of this section while lawfully employed at labor at home or elsewhere; but this provision shall not permit such children to be irregular in attendance at school while they are enrolled as pupils nor exempt any child who is enrolled as a member of a school from any rule concerning irregularity of attendance enacted by the board of education having control of the school. (1949 Rev., S. 1445; 1959, P.A. 198, S. 1.)

Words "those who have the care of children" equivalent to parents or guardians. 59 C. 489. Statute to receive a liberal construction. 59 C. 492. State can compel school attendance but cannot compel public school attendance for those who choose to seek, and can find, equivalent elsewhere. 147 C. 374. Cited. 148 C. 238; 149 C. 720.

BEST COPY AVAILABLE

Substitute Senate Bill No. 2244

PUBLIC ACT NO. 73-632

AN ACT CONCERNING THE TEACHING OF THE EFFECTS OF DRUGS IN THE PUBLIC SCHOOLS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-146 of the 1971 noncumulative supplement to the general statutes, as amended by section 2 of number 204 of the public acts of 1972, is repealed and the following is substituted in lieu thereof: The state board of education may, in accordance with THIS ACT AND such regulations as it prescribes, grant a certificate of qualification to teach or to supervise in any public school in the state and may revoke the same. [A program shall be developed by January 1, 1973, providing for internships in certifiable positions, evaluation of the performance of such interns by persons the state board specifies, and such equivalencies and alternates to present certification requirements acceptable from persons with bachelors degrees from approved colleges as the board deems necessary or desirable. Said board shall report on said program to the joint standing committee on education.] The certificate of qualification issued under this section shall be accepted by boards of education in lieu of any other certificate, provided additional qualifications may be required by a board of education, in which case the state certificate shall be accepted for such subjects as it includes. No certificate to teach OR TO SUPERVISE shall be granted to any person who has not passed a satisfactory examination[, or been legally exempted therefrom,] in hygiene, and the effects of nicotine or tobacco, alcohol and [controlled] drugs, as PROVIDED IN SECTION 2 OF THIS ACT [defined in section 19-443, on health, character, and personality development. The state board of education and the commission for higher education in consultation with the commissioner of mental health shall develop educational programs for the training of teachers, administrators and guidance personnel with reference to the effects of nicotine or tobacco, alcohol and controlled drugs].

Sec. 2. Section 10-19 of the 1971 noncumulative supplement to the general statutes is repealed and the following is substituted in lieu thereof: The effect of alcohol, of nicotine or tobacco and of [controlled] drugs, as defined in SUBDIVISION (17) OF section 19-443 OF THE GENERAL STATUTES, AS AMENDED, on health, character, citizenship and personality development shall be taught every academic year to pupils in all grades in the public schools; and, in teaching such subjects, textbooks and such other materials as are necessary shall be used. State [colleges] INSTITUTIONS OF HIGHER EDUCATION shall give instruction on the [subject] SUBJECTS prescribed in this section and concerning the best methods of teaching the same. The state board of education and the commission [of] FOR higher education in consultation with the commissioner of mental health AND THE DRUG ADVISORY COUNCIL shall develop [educational] HEALTH EDUCATION programs for elementary and secondary schools and for the training of teachers, administrators and guidance personnel with reference to the effects of nicotine or tobacco, alcohol and [controlled] drugs.

Sec. 3. (NEW) On and after September 1, 1974, all state institutions of higher education shall offer a program of information concerning drugs, as defined in subdivision (17) of section 19-443 of the general statutes, as amended, and instruction in the use and the relationships of such drugs to health and personality development, and in procedures for discouraging their abuse, which programs shall be coordinated with those developed under section 2 of this act, and no certificate to teach or supervise shall be granted by the state board of education to teachers, administrators or guidance personnel who have not satisfactorily passed an examination in such a program.

Sec. 4. (NEW) (a) The board of education of every school district shall by September 1, 1974, provide an in-service training program for its teachers, administrators and guidance personnel who hold the provisional or standard certificate. Such program shall be approved by the state board of education, and shall provide such teachers, administrators and guidance personnel with information as to the nature and the relationship of drugs as defined in subdivision (17) of section 19-443 of the general statutes, as amended, to health and personality development, and procedures for discouraging their abuse.

(b) The board of education of every school district shall establish an on-going program on

COMMUNITY SURVEYS

GROSS MAILING QUESTIONNAIRE AND RESULTS
PARENT INTERVIEW FLASH CARD
PARENT INTERVIEW LETTER, QUESTIONNAIRE & RESULTS
TEACHER INTERVIEW FLASH CARD
TEACHER INTERVIEW LETTER, QUESTIONNAIRE & RESULTS
SURVEY BY TEPS COMMITTEE OF EHEA

ATTITUDES OF PARENTS AND PROFESSIONAL STAFF TOWARD THE PROPOSED PARENTS' CHOICE PROGRAM

PRINCIPAL INVESTIGATOR

ROBERT J. CAHILL, Ph.D.

SUBMITTED BY

HEURISTICS, INC.
Dedham, Massachusetts

PARENT QUESTIONNAIRE
Percent Response to Each Item
N= 2,083

1. The statements that follow are often made by people about schools and education in general. Would you indicate how strongly you agree or disagree with each of these statements by circling one of the answers that appear below.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Most parents should have a choice about the kinds of schools their children attend.	53% 1	35% 2	2% 3	6% 4	4% 5
How schools are organized should be left to professional educators, not parents.	23% 1	37% 2	5% 3	23% 4	11% 5
Giving parents a choice about the schools their children attend will make educators more responsive to their complaints and suggestions.	25% 1	36% 2	16% 3	16% 4	6% 5
Parents who choose to send their children to private schools should receive financial aid from the government.	23% 1	13% 2	5% 3	26% 4	33% 5
Parents should have more to say about what their children learn in school.	27% 1	39% 2	8% 3	22% 4	4% 5
Children will get a better education if their parents can select the schools they attend.	16% 1	25% 2	21% 3	29% 4	9% 5

2. I would send my child to a non-neighborhood school if I thought its program was better for him and if free transportation were provided. Please circle your response.

Yes	No	Undecided
58%	24%	17%

3. Taking everything together, do you think giving parents a choice between different types of programs is a very good idea, a good idea, a fair idea or a poor idea? Please circle your response.

Very good idea	1	33%
Good idea	2	31%
Fair idea	3	15%
Poor idea	4	12%
No opinion	5	9%

4. Circle the school/s that your child (children) attend.

Barnes
Burnside
Center
Goodwin
Hockanum
Langford
Mayberry
McCartin
Norris
O'Brien
O'Connell

Pitkin
Second North
Silver Lane
Slye
South Grammar
Stevens
Sunset
Willowbrook
Woodland
E. H. H. S.
Penney

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EAST HARTFORD PUBLIC SCHOOLS

Presently the Board of Education has a policy of open enrollment. On a limited basis students can attend schools other than the ones in their attendance area, if parents provide transportation. East Hartford's Board of Education has been considering expanding this policy because it believes that different children have different educational needs, that parents know about those needs and that parents would make educationally wise choices if given the opportunity to do so.

The proposed expanded open enrollment program could involve all the public and private schools in East Hartford. (Assuming that some time in the future private schools within Each Hartford's boundaries become eligible for participation).

The remainder of this description applies only to East Hartford Public Schools

The proposed program would work like this for parents:

1. Each April, parents would receive three items in the mail: 1) accurate and easily understandable written descriptions of all the schools and programs in East Hartford; 2) a schedule which would indicate when parents could talk with people knowledgable about the different schools and programs; 3) a transfer-request form.

2. All children would be guaranteed a place in their attendance area schools. Only parents who would want to change their child's school would fill out a transfer-request form.

3. Transfer requests would be granted as follows: a) each school would first admit all the children in the attendance area who had not filled out a transfer-request; b) the Central Administration, through a fair and impartial lottery, would then assign unfilled seats to students whose parents requested transfers; c) parents would be notified as assignments are made.

4. Any child who enrolled in a school outside of the attendance area would be provided free transportation if he is beyond the mileage limits.

5. If a child attended a school other than the one he or she usually attends, the money to educate that child would follow that child to the school of the parents' choice.

6. If a parent transferred a child and then wanted the child to return to his home attendance area, that child would be given preference and readmitted on a seat available basis.

EAST HARTFORD PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

April 18, 1974

Dear Parent:

This letter is intended to serve as an introduction of ________________________________ who is conducting interviews of parents of children enrolled in school in East Hartford.

All responses to questions will be machine processed and will be strictly anonymous. Please answer as honestly as possible.

We appreciate your cooperation, and thank you for your assistance.

Very truly yours,

Eugene A. Diggs
Superintendent of Schools

FLH:das
4/18/74

PARENT INTERVIEW

Percent Response to Each Item

N= 206

1. Is the information you have just read, similar to what you have heard about the expanded open enrollment program called Extending Parents Choice? (check one)

79% Yes
5% No What have you heard differently ____________________

16% I have heard very little. Most of this information is new to me.

2. What are the sources from which you have heard about this program? (check all that apply)

43%	Hartford Times and Courant
43%	E. Hartford Gazette
37%	E. Hartford Crossroads
34%	Neighbors and friends
95%	Material from the School Department

3. Did you receive a brochure entitled Extending Parents' Choice? (See sample shown by interviewer) Yes 79% No 21%

Have you had time to read it? Yes 71% No 29%

Answer questions 4 - 19 according to the following code. (Please answer all questions.)

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

Place your answer in the space provided next to each question.

____ 4. The overall quality of the E. Hartford Public Schools is excellent.
1= 11%, 2= 64%, 3= 22%, 4= 3%

____ 5. My child is doing about as well in his present school as I can expect he would do in any other in E. Hartford.
1= 26%, 2= 60%, 3= 11%, 4= 3%

____ 6. A community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs.
1= 26%, 2= 48% 3= 21%, 4= 5%

____ 7. I feel that an important feature of the open enrollment program is the consumer role that it gives to parents and children in allowing a choice of schools.
1= 21%, 2= 52%, 3= 20, 4= 6%

____ 8. I think that parents should be given easily understandable descriptions of the programs in all of the E. Hartford public schools.
1= 57%, 2= 40%, 3= 2%, 4= 2%

1 = strongly agree; 2 - agree; 3 = disagree; 4 = strongly disagree

____ 9. I feel that most schools in E. Hartford are pretty much the same, and that it wouldn't really be worth the effort to send my child to another school.
1= 12%, 2= 35%, 3= 42%, 4= 11%

____ 10. Parent choice among different kinds of schools is an excellent idea.
1= 20%, 2= 46%, 3= 24%, 4= 10%

____ 11. All schools in a community should be pretty much the same.
1= 26%, 2= 43%, 3= 26%, 4= 5%

____ 12. Different programs meeting the special needs of children are necessary only for handicapped children.
1= 15%, 2= 16%, 3= 44%, 4= 25%

____ 13. It is a waste to pay for transporting a child to one school, when he can walk to another one.
1= 20%, 2= 26%, 3= 46%, 4= 8%

____ 14. I would move my child to almost any other school if I had the chance.
1= 3% 2= 10%, 3= 54%, 4= 32%

____ 15. I feel that I am kept well enough informed about what is happening in my child's school.
1= 19%, 2= 50%, 3= 24%, 4= 7%

____ 16. I would consider changing my child's school only if I felt my child was not doing well in his present school.
1= 17%, 2= 53%, 3= 27%, 4= 3%

____ 17. My preference would be to have my child taught by traditional rather than innovative methods.
1= 12%, 2= 35%, 3= 44%, 4= 9%

____ 18. Diversity of programs to meet individual needs can be achieved within each school. Therefore, there should be no need to go to different schools for different programs.
1= 27%, 2= 40%, 3= 30%, 4= 2%

____ 19. Even if a child is close enough to walk to one school, if his parents choose to send him to another better suited to his needs, transportation should be provided.
1= 22%, 2= 42%, 3= 24%, 4= 12%

20. Does your child currently take a bus to school? Yes 29% No 71%

21. To me the term "neighborhood school" means (check one):

71% 1. the one nearest my home

23% 2. any school to which my child can walk

6% 3. any school in E. Hartford

22. Placing the money to support my child's education in the budget of the school of his parents' choice: (check one)

18% 1. is of little importance

42% 2. will make educators pay more attention to parents' requests

7% 3. is nothing new

33% 4. will make some schools better than others

23. My child is scheduled to go to a particular school next September. If I were able to choose to send him to any other school, I would (check one):

45% 1. definitely keep my child in that same school

32% 2. probably keep my child in that same school

18% 3. give some consideration to changing my child's school

3% 4. probably not keep my child in that same school

2% 5. definitely not keep my child in that same school

24. The proposed Parents' Choice Program would allow parents to select the school best suited for their child. I therefore favor this idea for E. Hartford. Yes 60% No 40%

25. If you were thinking about transferring your child, would you want to discuss the educational programs in the E. Hartford public schools with some knowledgeable people? Yes 92% No 8%

If yes, would you prefer that these people be: (check one)

74% school department personnel
7% non-school department personnel
18% either would be fine

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26. If a parent chooses to send his child to a private school in E. Hartford, money equal to the cost of educating that child in the public schools should be sent by the city to the private school.

48% Yes
52% No

27. What reasons would you consider important enough to make you want to move your child to a different school?

____

____

____

28. What kind of specific information would you need before you decided to transfer your child to another school?

____

____

____

29. If you could choose to enroll your child in any E. Hartford public school, what are the particular features you would look for in selecting a school for your child to attend?

____

____

____

30. One thing wrong with the idea of parents selecting schools based on the particular need of their child is

____

____

____

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To assist us in analyzing the hundreds of responses that we are collecting, would you please answer the following questions. (Remember; all answers will be anonymous.)

Which of the following best describes the occupation of the head of the household. If retired or deceased, what was the usual occupation of the household head? (check one)

20% 1. Official: such as manufacturer, officer in a large company, banker, government official, etc.
Professional: such as accountant, artist, physician, teacher, nurse, professor, librarian, social worker, scientist, etc.

20% 2. Manager, Proprietor, or Owner: such as sales manager, office manager, store manager, supervisor, department head, owner of small business or restaurant, contractor, etc.
Technical: such as draftsman, surveyor, medical or dental technician, laboratory technician, etc.

20% 3. Semi skilled worker, Clerical worker, Service worker, or Protective worker: such as factory or business machine operator, bus or taxi driver, bank teller, bookkeeper, secretary, sales clerk, barber, hairdresser, waiter, waitress, policeman, fireman, etc.

31% 4. Skilled worker or Foreman: such as baker, carpenter, mechanic, seamstress, foreman or forelady, etc.
Salesman: such as real estate or insurance salesman or saleswoman, factory representative, buyer, etc.

8% 5. Workman or Laborer: such as factory or mine worker, fisherman, filling station attendant, longshoreman, cleaning woman, etc.
Farm or ranch manager or owner

How far in school did the head of the household go? (check one)

22% 1. Some high school or less
35% 2. High school graduate
26% 3. Some college
9% 4. Graduate from a four year college
7% 5. Master's degree, lawyer, doctor or Ph.D

Did the head of the household attend a private school (including parochial) for any of grades K - 12? Yes 34% No 66%

How many children do you have _______. 33% 1-2; 67% 3+

How many children do you have in school in grades K - 12? _____ 59% 1-2; 41% 3+

What is the age of the head of the household? (check one)

11% 20 - 30
51% 31 - 40
30% 41 - 50
7% 51 - 60
1% 61 - 70

How many years has the head of the household lived in E. Hartford? (check one)

17% Less than 1; 16% 1 - 5; 52% 5 - 15; 32% 16+

EAST HARTFORD PUBLIC SCHOOLS

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The proposed expanded open enrollment program could involve all the public and private schools in East Hartford. (Assuming that some time in the future private schools within Each Hartford's boundaries become eligible for participation).

The remainder of this description applies only to East Hartford Public Schools

The proposed program would work like this for parents:

1. Each April, parents would receive three items in the mail: 1) accurate and easily understandable written descriptions of all the schools and programs in East Hartford; 2) a schedule which would indicate when parents could talk with people knowledgable about the different schools and programs; 3) a transfer-request form.
2. All children would be guaranteed a place in their attendance area schools. Only parents who would want to change their child's school would fill out a transfer-request form.
3. Transfer requests would be granted as follows: a) each school would first admit all the children in the attendance area who had not filled out a transfer-request; b) the Central Administration, through a fair and impartial lottery, would then assign unfilled seats to students whose parents requested transfers; c) parents would be notified as assignments are made.
4. Any child who enrolled in a school outside of the attendance area would be provided free transportation if he is beyond the mileage limits.
5. If a child attended a school other than the one he or she usually attends, the money to educate that child would follow that child to the school of the parents' choice.
6. If a parent transferred a child and then wanted the child to return to his home attendance area, that child would be given preference and readmitted on a seat available basis.

The proposed program would work like this for professional staff:

1. Under the Expanded Parents' Choice program that has been proposed, the faculty would play a significant role in planning their school's program, and deciding how its money would be spent. Since money would follow students to the school of their parents' choice, each school's budget would depend on the number of pupils enrolled.

2. Each April the professional staff would receive descriptions, as parents do, of all the educational programs in East Hartford to develop an understanding of the total public school offering. Teacher requests for possible reassignment could then be made on the basis of the information provided, along with visitations to schools if so desired.

3. Prior to April, intensive in-service sessions, designed by the professional staff based upon their perceptions of need, would be planned for the ensuing summer months. These in-service workshops would be offered on an optional basis at the summer workshop rate of remuneration.

4. Professional staff would become knowledgable about the budgeting process, and would be participants in all areas of educational decision making. They would be involved at the individual school level with program development, material selection, and school budget organization.

EAST HARTFORD PUBLIC SCHOOLS
OPEN ENROLLMENT PROJECT
110 LONG HILL DRIVE
EAST HARTFORD, CONNECTICUT 06108

April 24, 1974

Dear Staff Members:

Attached is a survey asking for information and opinions regarding the possible expansion of the present open enrollment policy.

Knowledge of your understanding and feelings as concerns open enrollment are vital to the decision making process.

We encourage you to complete the questionnaire and return it in the enclosed envelope by depositing it in a box in your school office. To insure accuracy of results, it is important that we all respond.

Please return the survey by Monday, April 29th as responses arriving after that date cannot be used in the analysis.

Anonymity will be preserved.

Your cooperation in this matter is truly appreciated.

Respectfully,

Frances Klein

Frances Klein
Project Coordinator

FK/ejd
Enc.
4/22/74

TEACHER QUESTIONNAIRE
Percent Response to Each Item
N = 481

PLEASE DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE
IT IS INTENDED TO BE COMPLETELY ANONYMOUS

Please provide the following background information to assist in the analysis of the data. It will allow analyses such as a comparison of answers by teachers at the elementary, middle and high school levels, and by number of years teaching. These analyses will be most helpful in the interpretation of the data.

1. Position (check one)

92% Teacher (including guidance, music, etc.)
7% Principal, vice principal, head teacher
2% Supervisor or Director

2. School (check one) Principals, vice principals and head teachers - do not answer this item
(Insufficient response to this item)

-7)

___ Barnes
___ Burnside
___ Center
___ Goodwin
___ Hockanum
___ Langford
___ Mayberry
___ McCartin
___ Norris
___ O'Brien
___ O'Connell
___ Pitkin
___ Second North
___ Silver Lane
___ Slye
___ South Grammar
___ Stevens
___ Sunset
___ Willowbrook
___ Woodland
___ E. H. H. S.
___ Penney

-14) 3. Grade level (check one) 42% K - 5 22% 6 - 8 36% 9 - 12

4. Age 36% 20 - 30 25% 31-40 26% 41 - 50 13% 50+

5. Sex 36% Male 64% Female

6. Number of children 43% 0 33% 1 - 2 23% 3+

7. Highest Degree Earned 37% Bachelors 45% Masters 18% Masters + 30 or over

8. Number of years teaching 4% 1 16% 2 - 4 38% 5 - 10 42% 11+

9. Number of years teaching in E. Hartford 6% 1 23% 2 - 4 37% 5 - 10 34% 11+

Please answer the following questions based on the proposed expanded open enrollment program as presented in the enclosed description.

(OVER)

10. Is the information in the enclosed description similar to what you have heard about the expanded open enrollment program called Extending Parents Choice? (check one)

76% Yes
(15) 18% I have heard very little. Most of this information is new to me.
4% No What have you heard differently ____________________

____

11. What are the sources from which you have heard about this program? (check all that apply)

(16) 43% Hartford Times and Courant
(17) 33% E. Hartford Gazette
(18) 24% E. Hartford Crossroads
(19) 17% Neighbors and friends
(20) 87% Material from the School Department

(21) 12. Did you receive a brochure entitled Extending Parents' Choice?
Yes 77% No 24%

(Have you had time to read it? Yes 81% No 19%

Answer questions 13 - 42 according to the following code. (Please answer all questions.)

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

Place your answer in the space provided next to each question.

(23-27) ____ 13. A community should have a variety of types of schools, so that each child can attend one with a program best suited to his needs.
1 = 29%, 2 = 44%, 3 = 17%, 4 = 11%

____ 14. I feel that an important feature of the open enrollment program is the consumer role that it gives to parents and children in allowing a choice of schools.
1 = 10%, 2 = 48%, 3 = 30%, 4 = 12%

____ 15. I think that parents should be given easily understandable descriptions of the programs in all of the E. Hartford public schools.
1 = 53%, 2 = 41%, 3 = 4%, 4 = 2%

____ 16. I feel that most schools in E. Hartford are pretty much the same, and that it wouldn't really be worth the effort to send a child to a school other than the one he would normally attend.
1 = 20%, 2 = 29%, 3 = 37%, 4 = 15%

____ 17. Parent choice among different kinds of schools is an excellent idea.
1 = 11%, 2 = 38%, 3 = 31%, 4 = 19%

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

8-43) ____ 18. All schools in a community should be pretty much the same.
1 = 18%, 2 = 31%, 3 = 39%, 4 = 12%

____ 19. Different programs meeting the special needs of children are necessary only for handicapped children.
1 = 5%, 2 = 7%, 3 = 43%, 4 = 45%

____ 20. It is a waste to pay for transporting a child to one school, when he can walk to another one.
1 = 24%, 2 = 30%, 3 = 37%, 4 = 9%

____ 21. Some parents would move their child to almost any other school if they had the chance.
1 = 12%, 2 = 34%, 3 = 40%, 4 = 15%

____ 22. I feel that parents are kept well enough informed about what is happening in their child's school.
1 = 6%, 2 = 31%, 3 = 40%, 4 = 22%

____ 23. Most parents would consider changing their child's school only if they felt their child was not doing well in his present school.
1 = 14%, 2 = 62%, 3 = 21%, 4 = 2%

____ 24. My preference is to teach using traditional rather than innovative methods.
1 = 5%, 2 = 15%, 3 = 54%, 4 = 26%

____ 25. Diversity of programs to meet individuals needs can be achieved within each school. Therefore, there should be no need to go to different schools for different programs.
1 = 31%, 2 = 32%, 3 = 31%, 4 = 6%

____ 26. Even if a child is close enough to walk to one school, if his parents choose to send him to another better suited to his needs, transportation should be provided.
1 = 12%, 2 = 45%, 3 = 27%, 4 = 16%

____ 27. I feel that I have been kept well informed by the school department on open enrollment.
1 = 10%, 2 = 44%, 3 = 33%, 4 = 12%

____ 28. Educational decisions that are left up to parents in the proposed expanded open enrollment program are better made by educators.
1 = 14%, 2 = 42%, 3 = 35%, 4 = 4%

____ 29. Regardless of the name, this is a voucher program, and therefore is no good.
1 = 9%, 2 = 15%, 3 = 61%, 4 = 15%

____ 30. The proposed program will result in an increase in the opportunity for teachers to select the building in which they will teach.
1 = 2%, 2 = 24%, 3 = 50%, 4 = 24%

____ 31. The proposed program will result in an increase in the opportunity for teachers to participate in the formulation of programs within their buildings.
1 = 8%, 2 = 50%, 3 = 29%, 4 = 13%

____ 32. The proposed program will increase the opportunity for parents to select their child's school.
1 = 20%, 2 = 73%, 3 = 5%, 4 = 3%

____ 33. The proposed program will encourage Madison Avenue type promotion of individual schools.
1 = 28%, 2 = 43%, 3 = 2[illegible]%, 4 = 4%

(OVER)

1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

(4- 52) ____ 34. The proposed program will give greater responsibility and freedom to principals and staff in organizing schools to meet assessed needs of clientele.

1 = 10%, 2 = 47%, 3 = 34%, 4 = 9%

____ 35. The proposed program will foster unhealthy competition among schools.

1 = 22%, 2 = 35%, 3 = 39%, 4 = 4%

____ 36. The proposed program will result in increased student achievement.

1 = 2%, 2 = 30%, 3 = 56%, 4 = 12%

____ 37. The proposed program will result in increased student satisfaction.

1 = 3%, 2 = 40%, 3 = 48%, 4 = 9%

____ 38. The proposed program will result in increased parent satisfaction.

1 = 5%, 2 = 50%, 3 = 36% 4 = 10%

____ 39. The proposed program will result in increased intellectual homogeneity within individual schools.

1 = 1%, 2 = 25%, 3 = 60%, 4 = 15%

____ 40. The proposed program will result in more substantive differences among schools

1 = 10%, 2 = 49%, 3 = 35%, 4 = 5%

____ 41. The proposed program will result in higher quality education.

1 = 4%, 2 = 26%, 3 = 50%, 4 = 19%

____ 42. The proposed program will result in a more humanistic quality to the schools.

1 = 6%, 2 = 36%, 3 = 44%, 4 = 15%

43. To most parents the term "neighborhood school" means (check one):

82% 1. the one nearest their home

(53) 18% 2. any school to which their child can walk

2% 3. any school in E. Hartford

44. Placing the money to support a child's education in the budget of the school of his parents' choice: (check one)

22% 1. is of little importance

41% 2. will make educators pay more attention to parents' requests

(54) 16% 3. is nothing new

27% 4. will make some schools better than others

45. The proposed Parents' Choice Program would allow parents to select the school best suited for their child. I therefore favor this idea for E. Hartford.
Yes 38% No 62%

46. If a parent were thinking about transferring his child, do you think that the parent would want to discuss the educational programs in the E. Hartford public schools with some knowlegeable people? Yes 86% No 14%

If yes, who do you think that the parent would prefer: (check one)

78% school department personnel
8% non-school department personnel
15% either would be fine

47. If a parent chooses to send his child to a private school in E. Hartford, money equal to the cost of educating that child in the public schools should be sent by the city to the private school.

40% Yes
60% No

48. Given the opportunity to select the school in which I would teach next September, I would (check one)

70% 1. definitely stay in my present school

19% 2. probably stay in my present school

7% 3. consider changing schools

1% 4. probably not stay in my present school

2% 5. definitely not stay in my present school

49. I would find the descriptions of all the educational programs in E. Hartford (check one)

64% 1. interesting as general information

11% 2. of little value

25% 3. valuable as a source of information in determining in which school I would like to teach

(OVER)

50. The most important feature of the proposed open enrollment program is (check one)

60% 1. The opportunity for parents to choose a program best suited for their child

(61)

40% 2. The increased role given to teachers and building administrators in planning the program and budget allocations in their schools

51. What reasons would you consider important enough to make a parent want to move a child to a different school?

____

____

____

52. What kind of specific information do you think a parent would need before deciding to transfer his child to another school?

____

____

____

53. If parents could choose to enroll their child in any E. Hartford public school, what do you think are the particular features they would look for in selecting a school for their child to attend?

____

____

____

54. One thing wrong with the idea of parents selecting schools based on the particular need of their child is

____

____

____

Comments Offered on Questionnaire Mailed to Parents

A summary listing of comments offered by parents on the mailed questionnaire is presented below. Responses are given in order of frequency of appearance. Quotes characteristic of each group are given as examples. Frequency of appearance is noted on the right hand column. Not all comments that appeared only once are presented.

The reader is reminded that these responses are from a very small, non-representative group of approximately 225 parents.

Category	Frequency
Quality of the schools should be uniform throughout the system.	52
Strongly believe in neighborhood schools.	37
Questions are ambiguous, loaded, slanted.	33
Children not in school yet.	31
Parents and educators should make decisions together.	13
Parents don't have the knowledge. Don't like the idea of parents becoming too involved with day to day operations.	12
Basic education, the three R's need to be stressed.	5
Each school should offer the best education possible. Are you saying that this is not true now?	4
I don't want the voucher system.	3

Category	Frequency
The voucher system is the only thing that is going to save our school system.	1
Different types of programs are a very good idea, if these different programs are in neighborhood schools.	1
While I have your attention: Why don't they teach Patriotism, the love for or devotion to our Country in the public schools???	1

We Need Your Help!

To EHEA Members

The TEPS Committee of the EHEA is presently engaged in analyzing the "Open Enrollment Feasibility Study". Members of the committee need teacher input in order to have a complete picture before TEPS and the Association make a statement concerning the program. As we all know a tremendous amount of time and energy has been spent on this feasibility study. What we need to know is what the professional staff thinks of the program. Please take the time NOW and answer the following questions to the best of your ability.

Questionnaire on Open Enrollment

1. Do you feel you know enough about "Open Enrollment" as is being considered by the Board of Education? Yes? No?

2. Are you in favor of "Open Enrollment"? Yes? No? Why Not?

3. Do you feel that the feasibility study has been forced on the professional staff without proper teacher input? Yes? No?

4. Do you feel that "Open Enrollment would lead to a competitive school atmosphere town wide? Yes? No?

5. It is estimated that roughly 10% of the students would benefit from "Open Enrollment". Do you feel that the program should be instituted for such a small number? Yes? No?

6. Some persons believe that if more money was spent on present programs and meeting present obligations fully we wouldn't need "Open Enrollment"? Yes? No?

7. If you are a town resident, did you receive an "Open Enrollment Questionnaire"?________________Did you think the questionnaire was well written and unbiased? Yes? No?

8. Do you feel that there has been sufficient faculty input in this feasibility study? Yes? No?

9. Realizing that students have different educational needs, do you feel that "Open Enrollment" would help make a students education more responsive, accountable and effective? Yes? No?

10. Do you feel that every school is presently offering pretty much the same quality education with emphasis on the three R's? Yes? No?

****

If you would kindly return this questionnaire to your building rep as soon as possible (like now) we would appreciate it immensely.

Will the building reps PLEASE return these questionnaires to the EHEA office as soon as possible.

Thanks!

The TEPS Committee - EHEA

PRESS RELEASES FOR COMMUNITY INFORMATION

FROM: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227

EAST HARTFORD, Conn. (March 19, 1974) -- The Board of Education is conducting a survey to find out how parents of the town's 11,500 public school students feel about being able to choose the kind of schools their children attend.

A two-page survey mailed to all parents this week asks them to express their views on the role of both parents and professional educators in determining the kinds of schools their children attend and the programs the schools offer. The survey also asks East Hartford parents to express their view on government aid for children attending private schools.

Mrs. Frances Klein, project coordinator for Extending Parents' Choice, is conducting the survey for the Board of Education.

In a letter to parents, she explained the Board is thinking of expanding its current policy of parent choice by providing more information on the town's schools and by giving parents more opportunity to make additional choices for their children.

(more)

At present, the town has a limited "open enrollment" policy. Parents may now choose to enroll their children in the schools other than those they would normally attend in their own neighborhood, if seats are available and parents provide transportation costs. Some 100 students now participate in the open enrollment plan.

Mrs. Klein said the result of the survey will help the Board evaluate parents' views on taking a greater role in selecting schools or programs for their children. "Different pupils have different needs and these needs do not necessarily follow regular school district lines. A program in one school may be better suited to one child than to another. Parents are usually aware of their children's special needs and are eager to take them into account in choosing a school. Open enrollment gives them that choice, but there are limits on the system as it is currently designed.

"We are studying ways of broadening the system to give students more equal access to various programs offered by our schools," she said.

"The survey will be tabulated by computer and a report is expected to be completed late April," she said.

Mrs. Klein is directing a three-month study on broadening opportunity for parents' choice. The study is funded by a $69,563 grant from the National Institute of Education, an arm of the United States Department of Health, Education and Welfare. As part of the three-month study, meetings are now being held with school principals, administrators, supervisors and teachers. Each school in the town is also preparing a summary of the programs it offers.

# # #

FROM: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR RELEASE:
A.M. Monday, April 1, 1974

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227

EAST HARTFORD, Conn. -- Teachers at the Hockanum School are attending classes at the school in an unusual series of workshops designed to explore new ways for teachers and students to share in the learning process.

The 38 teachers at the school are participating in four afternoon workshops funded under a Federal grant and conducted by Dr. Michele Toomey, professor of psychology at Trinity College.

The East Hartford Public School System has a grant of $69,563 from the National Institute of Education, an arm of the U.S. Department of Health, Education and Welfare. The grant provides funds for a study of ways of expanding the parents' role in making educational choices for their children.

A total of $22,983 of the grant is earmarked for use at the discretion of individual schools in the town. Each school is developing a concise booklet describing its current programs and its educational goals to provide parents with information about the East Hartford school system. Each school may use its funds to explore new educational techniques that may be incorporated into its programs in the future.

(more)

Hockanum School Principal Donald Cohen said teachers at the school decided to use the school's share of the grant for workshops centering on the humanistic approach to education, an approach which emphasizes the partnership of students and teachers in the learning process. "This interaction is the key ingredient to any program. Teachers here feel a lot of educational problems could be solved if teachers, parents and students understood each other's views better."

In the workshops, teachers are trying to determine how their school functions now and how it falls short of or meets their own goals. The workshops center on four key areas: how and why authority is wielded; how communication is carried out; how and why attitudes and expectations develop among students and faculty; and how and why cooperation and competition develops.

"Teachers in the workshops are asking themselves how student centered their school is and how adequately the school is meeting the needs of the students as persons," Dr. Toomey said.

The author of a soon-to-be published high school text, Social Interaction--Shaping Each Other's Lives (Harcourt-Brace), she explains: "Teachers are teaching subjects, but they are also teaching children. A teacher has to worry about the curriculum, but ideally, the teacher would like to be able to listen to each individual student's ideas and meet individual needs."

(more)

To help teachers understand what students think about themselves and their expectations, Dr. Toomey conducted a survey of 60 seventh- and eighth-grade Hockanum students, asking them to complete simple fill-in statements such as "I am________"; "I wish I were__________"; "In the future I hope to be___________."

Teachers in the workshops studied the surveys and many were surprised with the responses of children who defined themselves as bored, or ugly or fat, or who wished they were pretty or smarter, Dr. Toomey said.

"One of the things that came out of the workshop was the realization that the way kids feel about themselves and the way they treat each other are an important part of education and should become a major educational consideration.

"The students need to have a good self-image, to like each other and to be liked, to be enthused about learning and to value learning as well as to value each other's rights to be and grow and become."

One way of improving a student's self-image might be to involve the student in group activities where he or she can achieve not by competing with other students, but by working with them and sharing the success of a project, she said.

(more)

"In follow-up sessions after the workshops, teachers will be trying to answer some important questions: How can we become more attentive to individual students? What kinds of activities can we develop to provide children with the opportunity to work together? What kinds of projects can we develop which will motivate students to work together?"

Follow-up sessions for all teachers are planned this spring and in the fall semester, Cohen said. At the sessions teachers from the various workshops will present their findings and continue their search for solutions.

Frances Klein, project director for Extending Parents' Choice, the study group funded by the Federal government, said the Hockanum program findings can be shared with other schools. "If the staff at Hockanum finds new ways to communicate and to interact with each other and with the students, they can share their ideas with others. They hope to develop constructive ideas for drawing on the school's existing strengths and building others."

# # #

FOR: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE
(mailed April 5, 1974)

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227

EAST HARTFORD, Conn. -- A brochure answering some of the most frequently asked questions about the current study on expanding parents' choice in the town's schools is being distributed this week for teachers and parents.

The brochure, written in a question and answer format, also describes the steps which led the Board of Education to seek and receive a federal grant of $69,563 for a three-month study of expanding parents' choice.

Entitled, "Extending Parents' Choice," the brochure was compiled by a committee of teaching staff and administrators. The brochure is available in East Hartford public schools.

The federally-sponsored study is investigating the feasibility of developing some form of "educational scholarship" or voucher program to give parents a more direct role in choosing schools and programs for their children. The study group is developing the administrative regulations which would be needed to successfully implement such a program.

(more)

Once the study is completed, the recommended regulations will be presented to the Board of Education and to the public and will be the subject of open hearings for town residents, according to Mrs. Frances project coordinator for Extending Parents' Choice.

Mrs. Klein said the study is still under way and no recommendations have been made as yet. Teachers, administrators and supervisors in the town's school are working on the study as are several educational consultants listed in the brochure. "Obviously there are many questions which cannot be answered at this time," Mrs. Klein explained.

"But the Board of Education wants both parents and teachers in East Hartford to have some basic information now on the broad outlines of the educational scholarship system," she said.

In addition to questions and answers on how parents' choice might work, the brochure includes a summary of arguments for and against a voucher system as noted by professional educators.

The study on expanding parents'options is funded by the National Institute of Education, an arm of the U.S. Health, Education & Welfare Department. Findings of the study will be presented to the Board of Education at the end of April.

# # #

FOR: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227
289-0778 after 4 P.M.

EAST HARTFORD, Conn. (May 10, 1974) -- A Federally funded study by the East Hartford public school administration has concluded that expanding open enrollment in East Hartford public schools is administratively feasible.

The study recommends that the Board of Education seek additional Federal funds for detailed planning prior to any final decision on implementation or approval of an implementation plan by the East Hartford Board of Education.

East Hartford is the second school system in the nation to report favorably on the feasibility of a plan to permit parents to choose the schools their children would attend.

The school system in Alum Rock, Calif. was the first to report favorably and now has an operating program, based on a voucher method.

Dr. Eugene A. Diggs, Superintendent of Schools, presented the feasibility report to the Board of Education this week and asked them to authorize him to seek further planning funds from the National Institute of Education (NIE). NIE, an agency of the U.S. Department of Health, Education and Welfare, provided $69,563 in Federal funds for the East Hartford feasibility study.

(more)

The Board of Education will now study the findings in the report and hold an informative session next Tuesday, May 14, at 8 P.M. at the George J. Penny High School amphitheatre with members of the Board.

The report, prepared under the supervision of Frances Klein, Project Coordinator for Extending Parents' Choice, estimates that a maximum of 15 per cent of the school's 11,264 students would participate in the expanded open enrollment system. Under the proposed plan, parents would be permitted to select schools for their children other than those which they would normally attend in their own neighborhoods.

Transportation costs under the town's open enrollment program at present are provided by parents of the 100 students participating. Under the proposed plan, transportation costs would be covered under a Federal program for the first five years.

If the proposed plan were adopted, any student in the system would have the right to transfer to a school other than the one he or she would normally attend in his own neighborhood on a seats-available basis. When transfer requests exceeded seats available at a particular school, students would be randomly selected under a system which would guarantee all applicants equal opportunity.

A child who transfers to a school outside his own home school area would retain the right to attend higher level schools in his own district. An elementary school student who transferred, for example, would retain his right to attend middle or high school in his own district and even be permitted to return to his district elementary school if he chose to do so.

(more)

Schools in the system would be allocated funds on the basis of enrollment according to a formula which establishes the per-pupil cost of education in the town's elementary, middle and high schools.

The report outlines several areas which require more planning, including accounting procedures, transportation and communication. It also recommends the Board conduct further in-depth study of the legal implications of Connecticut and Federal laws governing participation of private and parochial schools in voucher systems.

As part of the study, school enrollment was projected over a five-year period. The projections on the basis of the birthrate in the town show that school enrollment will drop from 11,264 in 1973-74 to 9,269 in 1978-79.

The study also plumbed public opinion through surveys of parents and teachers. "Substantial parental support for the adoption of the proposed parents choice open enrollment program was shown in the surveys as well as moderate but encouraging professional staff support," Mrs. Klein said. Results of the surveys will be made public at next week's informative Board session.

# # #

FOR: EAST HARTFORD PUBLIC SCHOOLS
110 Long Hill Drive
284 East Hartford, Connecticut 06108

FOR IMMEDIATE RELEASE
(Distributed May 14, 1974)

CONTACT: Mrs. Frances Klein
Project Coordinator for
Extending Parents' Choice
(203) 289-7411, Ext. 227
289-0778 after 4 P.M.

EAST HARTFORD, Conn. -- A survey conducted by an independent research company showed support from 60% of East Hartford parents for a program giving them the right to choose the schools their children attend.

A simultaneous survey of teachers and principals showed 38% of the teachers and 60% of the principals favor the parental choice concept for East Hartford.

The surveys were made by Heuristics, Inc., of Cambridge, Mass., as part of a three-month study conducted by the East Hartford Public Schools on extending parents choice through expanding the town's open enrollment program.

The study was funded by a Federal grant of $69,563 from the National Institute of Education, an agency of the U.S. Department of Health, Education and Welfare.

Heuristics conducted personal interviews with 209 parents randomly selected from school rosters. Teachers were polled through a detailed questionnaire completed by 481 of the 776 teachers and administrators in the school system.

The results of the surveys are included in a report given to the Board of Education for study by School Superintendent Eugene A. Diggs. The study concluded that expanding parents choice in the town's schools through open enrollment is feasible. Dr. Diggs has asked the Board to authorize him to seek further Federal funds for detailed planning of an open enrollment program.

(more)

An informative session of the Board on the study will be held today, May 14, at 8 P.M. in the amphitheater of the George J. Penney High School.

The Heuristics surveys asked those polled to express their views on the quality of education in the town, the need for a variety of schools to meet the varied needs of students, the need for a more direct participation in the educational process by the parent as a consumer of education, and the use of government funds for private school payments.

The surveys results showed:

- ★ 74% of both parents and teachers agree there should be a variety of types of schools to meet the varied needs of children, but 66% of each group thought this diversity could be obtained within individual schools.
- ★ 75% of the parents rated the quality of education in East Hartford as "excellent" and 90% felt their children were doing about as well in their present school as they would in any other school.
- ★ 48% of the parents and 40% of the staff supported payment by the city to private schools of a sum equal to the cost of educating a child in the East Hartford Public Schools.
- ★ 40% of parents and staff felt that placing the parent in the role of a consumer would make educators pay more attention to parents' requests; 30% thought this consumer role might make some schools better than others.
- ★ 69% of the parents expressed the view that they have been kept well-informed on what is happening in their child's school, while 98% said they would like to have descriptions of the programs in all of the town's schools.

(more)

While 60% of the parents favored giving parents the right to select their children's schools, 97% said they would want to talk with someone knowledgeable about education programs--preferably a member of the school department--if they were to transfer a child.

Commenting on the educators' responses, Mrs. Frances Klein, Project Coordinator for Extending Parents' Choice said that more than one half of the staff expressed the belief that educational decisions which would be left up to parents in an open enrollment program are better made by educators.

The most frequent teacher criticisms of parental choice centered on the belief that parents are not knowledgeable enough, will make the wrong choice, will make choices for the wrong reasons or will be too emotional in their decisions, she said.

Teachers also said they feared "Madison Avenue-type" promotions for the individual schools in the system (71%) and unhealthy competition among schools (57%).

A third poll of parents in the town was conducted by the school administration and tabulated by Heuristics, Inc., to provide general information on parent sentiments.

Some 2,100 parents of 8,000 who received questionnaires in the mail responded, with 88% agreeing or strongly agreeing that parents should have a choice about the kinds of schools their children attend. Some 61% said giving parents a choice about the schools their children attend will make schools more responsive to parents' complaints and suggestions.

Some 36% of those responding said parents who choose to send their children to private schools should receive financial aid from the government, with 58% disagreeing and 5% replying they didn't know.

# # #

NEWSPAPER ARTICLES*

* A SELECTION OF ARTICLES

East Hartford Gazette
2/14/74

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AROUND

EAST HARTFORD

School Vouchers Here? (Cont.)...

An Open Letter

School Supt. Eugene Diggs
110 Long Hill Dr.
East Hartford, Conn.

Dear Supt. Diggs:

One of your aides has written me a letter to "verify" that an "open enrollment program" has been discussed in public by the Board of Education.

When you see him, please thank him for me. But if it's OK with him, I'd rather write this letter to you---since you do head the school system. (I don't deeply object if he answers this letter; that's up to you. That way, we can keep a little "three-ring-around-the-rosy" going and maybe, in time, the town's parents will find out what is really going on.)

First, let's not try to kid the public. What's being proposed for East Hartford is a School Voucher System. Call it whatever you wish, that's what it would be.

I resent double talk. And that's what often seems to come out of the public school administration in this town. Either double talk or insufficient information or "selective slanting" to fool the people or to make a point.

Why is your administration ducking the term "School Voucher System"? Because it has been criticized? Because only one community in the entire nation---only ONE---is now trying the school voucher plan? Is that why? Your aide didn't say. (You see, some school officials here often have a way of leaving out facts that don't support their case.)

Call it like it is. Parachute jumping is parachute jumping... not "Advanced Leaping"... not "Controlled Flights"... not "Accelerated Air In-Taking".

If a School Voucher system is being weighed for East Hartford, then let's say so. Let's not try to fool the parents by omitting something or giving something a different name.

Why didn't your aide mention in his letter that this matter had been discussed in EXECUTIVE session by the Board of Education? Why didn't he mention that an outsider addressed the Board on the subject?

Incidentally---and I'm asking you, not your aide---why in heaven's name should such a matter be discussed in 'secret' session? Why? Some plan that might affect every girl and boy in this school system---why bar the press from that meeting? C'mon, Supt., let's start giving the parents all the facts.

Some other questions:

Why haven't you told the parents of East Hartford that only one---I repeat, only ONE---community in the entire country is now trying such a voucher plan?

Why haven't you told the public that not a single Connecticut community has approved this plan?

You and I both know the three-month study now going on is only a study, nothing more. Why isn't that repeatedly

(Cont. on Page 4)

Around East Hartford

(Cont. from Page 1)

stressed?

You and I both know the study calls for much public participation and information. When is that participation going to start? (I understand that a while back even some teachers in your school system didn't know such a study was coming.)

As for public information, I don't mean reams of what I call "snow job" material giving only one side and apparently trying to tell the parents only what the school administration wants them to hear.

I mean real public information---all the pros and cons on this matter---so the parents can decide for themselves, not have the school administration nor the Board of Education decide in advance for them.

Incidentally, on news of the grant given out last week, how come not all Board members knew about it? (Your aide didn't explain that.)

How will the $69,000 grant be spent? Where's the public budget for that? Are you doing the deciding on how and when the $69,000 will be spent? Since that's public money, shouldn't the public know in advance how it will be spent?

Will any of that money be used to pay for publicity to try to "convince" the parents this School Voucher System is a good deal for them and for the town?

Are the parents in this town going to be asked what they think? If so, when?

Will a public meeting be called---or a public hearing?

You and I both know this School Voucher System could have far-reaching implications for the East Hartford public school system---so let's all know what we are getting into before we get in. When will a public hearing be held by you? If not, why not? Don't you want to face questions from parents in open session?

Why don't you tell the parents of East Hartford that up to six Connecticut communities could qualify for this program and not a single one has tried it yet? Why haven't they? Don't you feel, as Supt. of Schools, this might be an important factor, one that might be explained to East Hartford's mothers and fathers?

How come only one town in the entire United States has tried the program? Shouldn't that be explained by you, too?

I have in my hands a copy of the "Non-Coloring Book On Performance Contracting And The Voucher System" put out by the American Federation of Teachers. Admittedly, this is against the School Voucher System. Don't you have a copy? Don't you think the facts in this book should be made available to the parents of East Hartford, too?

That way, the parents can get both sides and decide if they do, in fact, want a School Voucher System here.

Maybe you think only one side should be presented---the School Superintendent's side. I disagree. I think all sides should be presented. Then let the parents and our elected Board of Education decide.

So far, I haven't seen a single "anti" story or press release from the School Supt.'s office. Don't you think local parents are capable of determining what they want for their own children?

You and the Board of Education will certainly swamp these same parents with facts urging the spending of millions of dollars for middle school renovations. Why not give them a few facts---pro AND con---on the School Voucher System which, to me, is more important than class room partitions and old roofs.

Why, I ask, should East Hartford be the first Connecticut community to try the School Voucher System?

Such an innovation might look good on your performance sheet when applying for another school superintendency---and you should get credit for it if it works well---but how about the Town of East Hartford if the plan doesn't work?

How come the 90-day study period began Jan. 21? I was talking to a top official on Feb. 5 (more than two weeks later) and the official thought the plan "would start in a week". Why the apparent difference?

Do you plan to tell the parents how towns can pick plans ranging in 1 to 5 year terms?

Will you be explaining why many teacher associations apparently have been against the School Voucher System?

How about telling the parents why Hartford, after more than a year of studying, still hasn't accepted the plan?

I find it disturbing when I see stories that give the impression that everything is decided, that the program is coming, that there seem to be no problems with the proposal.

Ordering a few rulers is one thing. Changing an entire school enrollment concept is something else. A very important something else.

Let's lay all the cards on the table, Supt. Diggs.

Let's not decide in Executive Session. Let's decide at a public hearing.

How will the $69,000 be spent? Why?

Let's not give the School Voucher System another name. Let's call it---and tell it---like it is.

What are the advantages? What are the disadvantages?

The 90-day study period---and almost a month has gone by already, according to your starting date of Jan. 21---the 90-day study period is for public study, too.

Let's tell the public how the School Voucher System would work. Let's ask the public for opinions and suggestions.

It's not your school system, Supt. Diggs. Nor is it my school system.

We are discussing EAST HARTFORD'S public school system.

Let's tell the public of East Hartford exactly---pro and con---what is going on.

So far, in my opinion, the public is being given S and S......Snow Job and Silence.

Sincerely,

Rolly Charest
Editor
East Hartford Gazette

P.S. Another thing, Supt. Do you know if the Board of Education plans to hold any public hearings on the School Voucher System?

Rolly Charest

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School Vouchers: Supermarket of Ideas

East Hartford is set to receive a $69,563 federal grant to explore the innovative program of using state or federal funds to send local youngsters to private schools.

Calling it an "open enrollment program," School Supt. Eugene A. Diggs has said the money will be used to study the feasibility of the program.

The concept of using federal funds to "buy" education is a wide-reaching reform capable of changing public education to a great degree.

In this report, Crossroads Editor Robert G. Fuggetta takes a long look at this "open enrollment" policy. Based on research, Fuggetta presents his subjective view of this policy.

Part one appears this week.

By ROBERT FUGGETTA
CrossRoads Editor

Over the next two months, the Board of Education will be exploring the expanded policy of "open enrollment" which began locally in 1971.

That policy allows parents to enroll their children in schools outside their geographic area if seats in the requested school are available.

However, the reform presently under study by the board is more significant.

The concept is much like educational "vouchers" — a theory that consists of parents "buying" the education of their choice.

The voucher plan is deceptively simple. It is Adam Smith capitalism in the public schools. the federal government would give money (vouchers) to parents and they would send their children to any public, private, or parochial school of their choice.

school voucher plan

Part 1

This educational market would force ineffective schools, like bad businesses, out of existence on the theory that parents would flock to successful schools.

According to leading voucher theorists, the school market would spur educational innovation so that innumerable combinations of schools could offer educational recipes.

Voucher Advantages

Much can be said for vouchers. The plan embodies one of the most lasting education ideas of our time: that every child learns at his own pace and individual rate.

Experiments in the past few years have proven that one child might flourish under a certain educational atmosphere, while fail in another.

This is being proven right here in East Hartford. The "Alternative School", at George J. Penney High, is giving disillusioned high school youngsters an opportunity to succeed in a different learning atmosphere (see page six.)

To its credit, the voucher plan recognizes this fact. The voucher system embodies what has aptly been called the "supermarket of ideas."

Gives Variation

Also, the voucher plan allows more variety in education.

Charles Silberman in a three-year Carnegie study, said "The standard public school takes the joy out of learning. The obvious alternative is a 'plethora of educational approaches.'"

Thus, the parent of a child who is bright but needs the reinforcement of discipline could select a certain school. The parent whose child is creative and not well-suited for the traditional teacher-pupil rigid relationship could be enrolled in a less teacher-dominated atmosphere.

PLEASE TURN TO PAGE 3

THE EAST HARTFORD
CROSSROADS
YOUR COMMUNITY NEWSPAPER

February 20, 1974 Circulation: 19,200 10¢ Vol. 2 No. 8

'voucher plan' would allow greater choices

Socio-Economic Mix

The voucher plan contributes to education reform in a more political sense.

The plan has been designed to integrate students from various class backgrounds.

And although it is doubtful whether it will affect educational performance, it may widen the political and moral options of poor, low-class parents as opposed to upper class.

Cuts Bureaucracies

Another powerful argument in favor of vouchers is that the plan would cut through the school bureaucracy, speeding reform. Educational experts have long noted the need to tailor public school bureaucracies to the complex and individual needs of each student.

The voucher system would do exactly that, placing individual's needs ahead of red tape and bureaucracies.

'Hot Potato'

Despite these attractive ideas, the voucher system, which is being called "open enrollment" by the school administration, is already antagonizing local residents.

The plan is being foisted upon parents with so much as a whisper of support. The plan is just now in the exploratory stages, but Diggs has said that the plan could readily be adopted.

President Nixon's Office of Economic Opportunity (OEO) have bought the plan, committing nearly $6 million a year for eight years to study the policy.

Along with leading educational expert Christopher Jencks, they are beating a drum in some 39 cities hoping to elicit some support.

East Hartford has decided to study the plan.

In a school system that has been racked by a controversial lunch program, which also started as an experiment, the educational voucher plan could become a "hot potato", to the Board of Education.

According to experts, a voucher system must have the "strongest possible language in support from teacher's union, mayor's office, Catholic school system, other non-public schools, key state legislators, governor's office, civil rights groups, community action agency, model city agency and last, but most importantly, parents."

More Criticism

The American Federation of Teachers (AFT) have branded the voucher plan as "hucksterism." Said AFT: "voucher plans could turn into a very costly and tragic mistake with far-reaching social implications."

Later, the NAACP cautioned against voucher's promoting racial separation. The American Jewish Congress added their criticism, terming the plan "a disaster."

Still, proponents of the plan remain adamant. Officials in Washington charge voucher critics with trying to stop experiments in education.

In Defense of Vouchers

Much of the criticism of the voucher plan is unfounded.

First off, the plan's aim is not to encourage racial separation or rejuvenate an economically sick parochial school system.

Proponents of the plan have mandated that the voucher experiment integrate a middle class and poor. Neither are officials willing to allow a new educational 'gimmick' into school systems across the country.

Opposition by the teacher's unions have been predictable. Teacher unions are defenders of the "status quo" and new experiments tend to threaten the school system as it stands.

Public schooling has become a matter handled exclusively by school professionals, its local Board of Education, and the teachers.

Voucher plans would tend to disperse that power of control.

Crossroads' report on the "open enrollment policy" will continue with the second installment next week.

The subsequent article will deal with more socio-economic aspects of the issue, along with citing some of the key areas the voucher plan falls short on.

At the conclusion of next week's installment will be an opportunity for Crossroads readers to voice their own views on the subject.

A pro - con survey will be devised in order to obtain a consensus on the issue.

Make sure to see next week's Crossroads for the second installment of "Vouchers — A Supermarket of Ideas."

East Hartford Gazette
3/21/74

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Parents Being Asked For Views On 'School Voucher System'

EAST HARTFORD --The Board of Education is conducting a survey to find out how parents of the town's 11,500 public school students feel about being able to choose the kind of schools their children attend.

A two-page survey mailed to all parents this week asks them to express their views on the role of both parents and professional educators in determining the kinds of schools their children attend and the programs the schools offer.

The survey also asks East Hartford parents to express their view on government aid for children attending private schools.

Mrs. Frances Klein, project coordinator for Extending Parents' Choice, is conducting the survey for the Board of Education.

In a letter to parents, she explained the Board is thinking of expanding its current policy of parent choice by providing more information on the town's schools and by giving parents more opportunity to make additional choices for their children.

At present, the town has a limited "open enrollment" policy.

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Some 100 students now participate in the open enrollment plan.

Mrs. Klein said the results of the survey will help the Board evaluate parents views on taking a greater role in selecting schools or programs for their children

"Different pupils have different needs and these needs do not necessarily follow regular school district lines.

"A program in one school may be better suited to one child than to another. Parents are usually aware of their children's special needs and are eager to take them into account in choosing a school.

"Open enrollment gives them that choice, but there are limits on the system as it is currently designed.

"We are studying ways of broadening the system to give students more equal

(Cont. on Page 12)

"VOUCHER SYSTEM"

(Cont. from Page 1)

access to various programs offered by our schools," she said.

"The survey will be tabulated by computer and a report is expected to be completed late April," she said.

Mrs. Klein directing a three-month study on broadening opportunity for parents' choice.

The study is funded by a $69,563 grant from the National Institute of Education, an arm of the United States Department of Health, Education and Welfare.

As part of the three-month study, meetings are now being held with school principals, administrator, supervisors and teachers. Each school in the town is also preparing a summary of the programs it offers.

East Hartford Cross Roads
4/3/74

Students' self-image studied

Teachers at the Hockanum School are attending classes at the school in an unusual series of workshops designed to explore new ways for teachers and students to share in the learning process

The 38 teachers at the school are participating in four afternoon workshops funded under a Federal grant and conducted by Dr Michele Toomey, professor of psychology at Trinity College

The East Hartford Public School System has a grant of $69,563 from the National Institute of Education an arm of the U.S Department of Health, Education and Welfare The grant provides funds for a study of ways of expanding the parents role in making educational choices for their children

A total of $22,983 of the grant is earmarked for use at the discretion of individual schools in the town Each school is developing a concise booklet describing its current programs and its educational goals to provide parents with information about the East Hartford school system Each school may use its funds to explore new educational techniques that may be incorporated into its programs in the future

Hockanum School Principal Donald Cohen said teachers at the school decided to use the school's share of the grant for workshops centering on the humanistic approach to education an approach which emphasizes the partnership of students and teachers in the learning process This interaction is the key ingredient to any program Teachers here feel a lot of educational problems could be solved if teachers parents and students understood each other's views better

In the workshops teachers are trying to determine how their school functions now and how it falls short of or meets their own goals The workshops center on four key areas how and why authority is wielded how communication is carried out, how and why attitudes and expectations develop among students and faculty and how and why cooperation and competition develops

The author of a soon-to-be published high school text, "Social Interaction--Shaping Each Other's Lives" (Harcourt-Brace), she explains "Teachers are teaching subjects, but they are also teaching children A teacher has to worry about the curriculum, but ideally the teacher would like to be able to listen to each individual student's ideas and meet individual needs"

To help teachers understand what students think about themselves and their expectations Dr Toomey conducted a survey of 60 seventh-and eighth-grade Hockanum students, asking them to complete simple fill-in statements such as "I am ——————" "I wish I were ——————" "In the future I hope to be ——————"

SURVEY SURPRISING

Teachers in the workshops studied the surveys and many were surprised with the responses of children who defined themselves as bored, or ugly or fat, or who wished they were pretty or smarter, Dr Toomey said

"One of the things that came out of the workshop was the realization that the way kids feel about themselves and the way they treat each other are an important part of education and should become a major educational consideration

"The students need to have a good self-image, to like each other and to be liked, to be enthused about learning and to value learning as well as to value each other's rights to be and grow and become"

One way of improving a student's self-image might be to involve the student in group activities where he or she can achieve not by competing with other students but by working with them and sharing the success of a project, she said

"In follow-up sessions after the workshops, teachers will be trying to answer some important questions How can we become more attentive to individual students? What kinds of activities can we develop to provide childen with the opportunity to work together? What kinds of projects can we develop which will motivate students to work together?"

Follow-up sessions for all teachers are planned this spring and in the fall semester, Cohen said At the sessions teachers from the various workshops will present their findings and continue their search for solutions

The Hartford Times
4/4/74

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Validity of 'voucher plan' schooling challenged

By Peter Costas

Seductive and potentially destructive of the Hartford Public Schools aptly describe the Educational Voucher Feasibility Study being proposed for adoption by the Hartford Board of Education. In the first instance, the education voucher plan would support further flight of the white "advantaged" population from the public schools to increase the present staggering racial imbalance and it would open the door for use of public funds to support church schools. Secondly, although the study plan recognizes the possibility of problems, in reality the "study" is geared to advocate the adoption of this potentially destructive program in the Hartford school system.

The Hartford Public School system is unquestionably troubled by racial imbalance, inequality of educational opportunities and a need for imaginative and dynamic programs to reverse the continuing flight of white "advantaged" students from the system. Proponents of educational vouchers ask the public to believe that allowing all schools to compete for the dollar spent on education would give rise to creativity and development of unique programs and would offer real alternatives to those seeking better education.

IN REALITY, the only schools that would be truly open to all of the students in the City would be public schools — and unfortunately only those public schools which had room to accept students from outside the neighborhood. It is unreasonable to expect that predominantly white middle-class neighborhood schools could accommodate an influx of disadvantaged minority children seeking improved educational opportunities. It is equally unreasonable to assume that parents of white middle-class background would suddenly rush to send their children to ghetto schools presently occupied by black and Puerto Rican disadvantaged children and thus make room for those who wish to travel in the reverse direction. Thus, the effective choice for disadvantaged children would be between those schools presently located in the ghetto.

The feasibility study contemplates that the voucher plan would include "non-public schools." It is unreasonable to assume that the prestigious private schools in the Hartford area would consider a tuition voucher of $500 to $1,000 as full tuition when they are having difficulties making ends meet with tuition in excess of $1,600. Moreover, since they sell themselves to the affluent on the basis of selectivity and schools could never provide potential placement for a large number of the city's small class enrollment, these prestigious children.

THIS THEN LEAVES the less prestigious non-public school as the great hope for the voucher plan, but are these really a hope? The parochial schools in the area could, if they wish, participate since the state act would permit them to maintain their sectarian character which in turn would make such schools quiet unattractive to many parents of different religious persuasion. Such parochial schools would undoubtedly benefit from higher "tuition" in the form of educational vouchers than they presently obtain in the form of tuition paid by parents. Presumably they would continue to give preference to children of parishoners since the parish does in fact contribute significant financial support in many instances.

The only real opportunity then is the so-called "semi-public school" or new non-public schools which would be spawned by the sudden availability of public monies. One only need consider the growth of non-public schools in the South to avoid school desegregation to surmise what might happen here.

Hartford's need is to improve its own public school system which is genuinely open to all students of the city of Hartford. The tax dollars of the city should be used to answer this need and not to solidify the present image of the public schools as the last resort for those who cannot afford better.

PARTICULARLY OFFENSIVE to taxpayers should be the nature of the "Feasibility Study." A coordinator being paid at $3,000 per month, an assistant coordinator being paid at the rate of $2,250 per month, secretaries being paid at the rate of $750 per month, consultants being paid at the rate of $50 per hour are all employed to "sell" a voucher plan to the people of the city of Hartford.

The first two phases of the program are directed at developing an information base and disseminating information concerning educational vouchers. The third and fourth phases of the program are directed at creating a plan which could be implemented. It would be naive to believe that such high paid personnel are going to develop negative information and a negative public attitude towards education vouchers. If we pay this kind of money for a study, how much will be paid for a demonstration program?

Seductively, the proponents of this study argue that the funds will come from federal resources and that a test program will be funded by the federal government. But when the federal funds have ended, Hartford will bear the costs of a concededly far more expensive educational program which will have resulted in further racial and educational imbalance and in the probably destruction of its public schools.

Mr. Costas is an attorney active in civic issues.

The Hartford Times
4/10/74

Brochure Answers 'Voucher' Queries

East Hartford

EAST HARTFORD — A brochure that attempts to answer frequently asked questions about an educational "voucher" system being considered here is available at town schools.

The brochure in a question and answer format also describes the steps which led to Board of Education to seek and receive a $69,563 federal grant for a three-month feasibility study of the proposal. It was compiled by a committee of teaching staff and administrators.

According to Mrs. Frances Klein, project coordinator, the study is still under way, with findings to be presented at the end of the month.

"Obviously, there are many questions that cannot be answered at this time," she said. "But the Board of Education wants both parents and teachers in East Hartford to have some basis information now on the broad outlines of the educational scholarship system."

In addition to questions and answers on the program — which is called "parent's choice" here — the brochure includes a summary of arguments for and against a voucher system as noted by professional educators.

Copies of the pamphlet are available in the town's 22 schools as well as by writing to the Board of Education at 110 Long Hill Drive, East Hartford, 06108.

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The Christian Science Monitor
4/19/74

U.S. church-state barriers under new pressure

First of two articles on new efforts to breach church-state separation in the U.S.

By David Mutch
Staff correspondent of
The Christian Science Monitor

Chicago

The battle to blur the line between church and state in the U.S. is not yet over – despite a string of Supreme Court decisions upholding the line.

The battle appears to be uphill, however.

New ways to channel public funds to parochial schools, now being considered, include:

- A plan not yet ruled upon by the high court – the so-called voucher plan. This would allow parents to pay their parochial school fees with a government certificate in lieu of cash; the school would then redeem the certificates for dollars.

So far the system is not being used to finance parochial schools anywhere in the nation, but it is currently at issue in New Hampshire, and in East Hartford, Connecticut.

- New law suits aimed at letting public school teachers go to parochial schools to teach special courses.

The Supreme Court has heard arguments, but has not yet ruled, on a suit that would force the State of Missouri to send teachers into parochial schools for remedial teaching.

- Ways to permit state aid to religious colleges in a number of states.
- Having schools formed, not by a religious denomination, but by a group of parents of that denomination. This is claimed by spokesmen for the Christian Reformed Church in Michigan; the hope is that the schools might qualify for the kind of state aid now denied to parochial schools as such.

*Please turn to Page 4

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*U.S. church-state barrier under new pressure

Continued from Page 1

None of these new ways seem destined for quick success, observers believe. They are the result of a steady string of court decisions outlawing other forms of aid – including the Supreme Court's landmark ruling against tax credits to parents of parochial school pupils last summer.

But the chief proponent of state aid ("parochiaid") – the Roman Catholic Church – has not given up.

Students at Roman Catholic parochial schools (3.8 million) make up by far the bulk of private school pupils in the U.S. (some five million). Church spokesmen claim they need state aid urgently because their own financial situation is desperate. Enrollment, they say, is down from 6.1 million eight years ago. Costs have soared. Many parochial schools have closed.

A number of political leaders still say they favor some form of state aid. A White House spokesman said, "We still favor assisting these (private) schools and support ways within the constitutional framework." He did not elaborate. The White House backed tax credits before the latest Supreme Court decision on the subject.

Ford position cited

A spokesman for Vice-President Gerald R. Ford, who co-sponsored tax credit legislation when still a member of the House, said the Vice-President still favored some form of state aid. The Episcopal Church, of which he is a member, does not favor aid, but the Christian Reformed Churches, heavily represented in his old district, are strong advocates of it. Roman Catholic pressure for parochiaid is strong in Michigan.

If Mr. Ford should become President, he also would be able to appoint new Supreme Court justices, who conceivably could tilt the current anti-aid balance of the court, aid opponents fear.

On the other hand, constitutional expert Sen. Sam. J. Ervin is against parochial aid.

Opponents, led by the Americans United for the Separation of Church and State, are keeping a close eye on new developments. Their efforts are backed by a wide variety of groups such as the National Education Association and the American Jewish Congress.

Legal action filed

Americans United has filed a number of lawsuits designed to block state aid to religious colleges; it has just won two of them. AU is also closely monitoring progress of the voucher plan.

Roman Catholics have seen the courts outlaw not only tax credits but also state reimbursement of private tuition, state payment of private school teacher salaries, and direct grants for private elementary and secondary religious schools.

Remaining as constitutional forms of state aid: busing, textbooks, school lunches, and the traditional tax exemption for religious institutions.

Bills to enact tax credits have been, or will be, dropped in Congress as a result of last summer's Supreme Court ruling. So the attention of the U.S. Catholic Conference (administrative arm of the American Catholic bishops) has turned to other methods, vouchers among them.

Vouchers under test

Vouchers are currently being used in the Alum Rock public school system in San Jose, Calif., as an experiment. They are not valid for private schools in the district. The aim is to allow parents a more direct role in choosing schools for the children; parents can choose any of the public schools in their district under the plan.

In New Hampshire, federal officials advised the state not to include parochial schools in a statewide voucher plan, as a result of the Supreme Court ruling against tax credits last summer. (The New Hampshire plan does include nonsectarian private schools.)

But the Roman Catholic education office in the state is reported to be considering a lawsuit to try to force inclusion of parochial schools. Parochiaid is favored by state Gov. Meldrim Thomson.

Under the statewide plan, on which local school districts are currently voting, the federal government would provide 30 percent of a financial pool against which both public and private (but not parochial) schools would redeem vouchers.

The theory is that if parents can choose between public and private schools, both kinds of schools will be stimulated to provide better courses.

Federal funds involved

In East Hartford, Connecticut, a unit of the federal Health, Education, and Welfare Department has provided 90 percent of a $77,000 budget to study the voucher system. The study began Feb. 11 and is due to end May 11. At issue is whether a voucher plan for the city's 22 public schools (enrollment: 12,000) and two parochial schools (enrollment: 568) is feasible – and constitutional.

Under the plan, drawn up by the Center for the [illegible] of Public Policy in Cambrid[illegible], Mass., each child would be entitled to a voucher good for one year's education.

The U.S. Catholic Conference has not taken a formal position on vouchers, but associate secretary Russell Shaw told this newspaper, "In principle the idea has much to recommend it. Unfortunately ... in some cases where voucher proposals were floated or implemented the public school establishment ... is able to exert enough muscle so that the only place you could use these vouchers would be the public schools."

The Rev. Charles Whelan, constitutional law specialist at Fordham University in New York, and Prof. Alan Schwarz of Rutgers University have just completed studies on the constitutionality of vouchers for the Center for the Study of Public Policy.

Both studies find that there are grounds for arguing the constitutionality of vouchers, according to the center.

(Also contributing to this article: John Moorhead in Boston.)

Next: more pro-parochiaid battle plans

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The Hartford Times
AN INDEPENDENT NEWSPAPER
Friday, May 10, 1974

Voucher Setup Found 'Feasible'

By LOUIS LUMENICK
Staff Reporter

EAST HARTFORD — A "voucher" educational enrollment program is "administratively feasible" here, according to a School Department report made public today.

The report following a three-month, federally-funded study recommends that the Board of Education seek additional money for detailed planning before reaching a final decision on such a system.

According to project coordinator Frances Klein, East Hartford is only the second school system in the nation to report favorably on such a system.

If the plan is adopted, any student in the town's public school system would have the right to transfer to a school other than the one in his neighborhood on a space-available basis.

This is presently allowed under the board's "open enrollment" program, but parents must provide transportation costs. Under a voucher system, these costs would be met by federal funds.

The report does not recommend that the town's two parochial schools be included in this setup. "That really has to have more in-depth legal analysis," said Mrs. Klein.

It was not possible to study the full ramifications of such a concept, during the three months devoted to the study, which was funded by a $69,563 grant from the U.S. Department of Health, Education and Welfare, she said.

Estimated costs for transporting students out of district range from $285,000 to $979,673. The figures are based on an estimate that a maximum of 15 per cent of the school system's 11,264 students would participate in the program.

The study also found "substantial parental support" for the program. In mail and door-to-door surveys, "two-thirds of parents responding endorsed the concept of parental choice of schools," the report said.

Made public today, was a rough draft of the report about 150 pages long, that was given to board members Monday night. The board will study the final version and hold an informational session Tuesday night at 8 in the Penney High School amphitheater.

Under the proposal, when transfer requests exceed seats available at a particular school, students would be randomly selected under a system designed to guarantee all applicants equal opportunity.

A child who transferred to a school outside his home district would retain the right to attend higher level schools in his own area. Schools in the system would be allocated funds on the basis of enrollment, according to a formula which established the per pupil cost of education in the town's 22 schools.

The school system in Alum Rock, Calif., is the only one in the United States to adopt a "voucher" type system. Hartford has been considering

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The Hartford Times
4/21/74

Should federal school aid be based on achievement testing?

By Robert J. Wise

I wonder if the recent article by Peter Costas emotionally denouncing "Voucher - Plan Schooling" didn't serve to remind some of the statement by Dean Theodore Sizer of Harvard: "Given the condition of the schools that serve poor youngsters, it takes a depressing amount of paranoia to suggest that we should not even give the voucher plan a reasonable trial."

The voucher plan for education has been endorsed by the U. S. Chamber of Commerce Task Force Committee, the American Conservative Union, the St. Louis Globe - Democrat and individuals ranging from the conservative Milton Friedman to the liberal Christopher Jencks.

The voucher plan for education would permit a parent to select any school in the town where he pays taxes for his child to attend. It should be tried by Hartford, East Hartford, Simsbury and any other enlightened Connecticut town. The United States Chamber of Commerce Task Force argued that such a plan would (a) promote innovation and accountability through competition (b) encourage diversity satisfaction of individual preferences.

The voucher approach is now being used in Alum Rock, California and appears to be successful according to a report in the Wall Street Journal (June 4, 1973); which says that "the plan is working so far, the school board believes. It bases this assessment on a sharp reduction in absenteeism and truancy rates, on record turnouts at meetings of the parent-teacher associations and on the fact that the staffs of all six participating schools — have voted to participate again next year. What's more the staffs at seven other schools have also voted to join the experiment then."

The voucher plan offers four fundamental advantages:

A. IMPROVED PUBLIC SCHOOLS. Ninety per cent of children attending primary and secondary schools in Connecticut today are in public schools and most are required to attend the specific public school that is located in the sub-zone of the town in which they live. There is no alternative. If a ~~child does not~~ develop at that particular school, it's the child's fault and the parent must try to come up with the money o put him in a private school.

Julius Hobson, Director of the Washington, D. C. Institute for Quality Education recently told a Senate sub - committee that "there is one other point on public education you can make, which reflects the educators' attitudes toward the children. That is that education is the only industry in the history of the free enterprise system that holds the consumer — the child — responsible for the quality of the product. 'He's black, — he's never been to a library, so therefore he can't learn' thus the teacher and school administrators are able to escape evaluation."

According to Milton Frieldman the public school system has the same problem as the post office. "It's a government monopoly which means its inefficient and costly, and most of all it's not responsive to the wishes of its customers. What it needs is the fresh air of competition."

The parents right to freely choose another public or private school in the town where he is paying taxes will provide this incentive for existing schools to make more accountable offerings.

B. CHILDREN COULD BE IN schools that are better suited to their individual needs. Grammer schools today are very diverse in the programs offered. Some have adopted the open classrooms or the individually guided approach with various modifications, others opt for traditional methods.

Should a child in need of discipline and basics be compelled to attend a progressive school (or vice versa) that may prove counterproductive to his development, solely as an incident of his home being in the sub - district zone?

C. THE RIGHT OF FREE choice would be returned to the parent - taxpayer, who is paying for the service.

In the Alum Rock experiment, the Wall Street Journal reported that according to one official "parents are really digging the idea of being able to choose" and why shouldn't they. The right of choice is one of the hallmarks of our system and results in our becoming better informed so that the right may be intelligently exercised.

D. PRIVATE SCHOOLS WOULD continue to make a contribution to education in Connecticut.

The citizens of a town, like its Board of Education, are concerned about all the students and schools in the town. As a result of increased cost and taxes, the number of children attending private schools has declined substantilly over the last ten years.

In the Fleishman Report on New York State Elementary & Secondary Education five commissioners said: "We believe the strength of America is found in its unity and that the vitality of this nation springs form its deversity. The blending of this unity and diversity over the last two centuries evidences the success of the American experiment in democracy. We view non - public education as an example of pluralism and we perceive its continuance to be vital to that principle."

A choice between public and private interests does not do violence to either but may improve both as was the case with colleges educating veterans under the G. I. Bill.

The State compels all children to attend school until they are sixteen. Does it do violence to our sense of justice as Americans that a parent should be able to use a voucher to send his child to any school in his town that meets the State's compulsory education requirements?

In conclusion, we in Connecticut are very fortunate because we are the only state in the United States that now has legislation authorizing a voucher school plan that will be federally funded without additional charge to the town's taxpayers. Thanks to some farsighted and very capable legislators we have a great opportunity to further each child's education within a particular town.

It is now up to the people to be heard over the put-downs of those with a vested interest in the existing system (such as teachers' unions) or the ACLU (supporters of forced busing and regionalization). As Francis Keppel, former United States Commissioner of Education once said "Education is too important to be left to the educators."

Mr. Wise is an attorney practicing in Simsbury.

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East Hartford Gazette Shopper
4/29/74

AROUND EAST HARTFORD

'Schools: Very Sad...'

In the mail pouch:

* * *

THE LETTER: Dear Mr. Charest:

You may use the attached letter in whole or in part in the Gazette if you feel it is worthy of printing.

I would appreciate it if you would not use my name and protect my anonymity should you print the letter.

I feel that the current school situation is very sad and I felt that perhaps my views would be of some interest.

You have done an excellent job keeping the people in this town informed on what is really happening. Please keep this up in the future, we need you and the Gazette in East Hartford.

Very truly yours,
(Name Or File)

* * *

Mr. Rolly Charest, Editor
The East Hartford Gazette
54 Connecticut Blvd.
East Hartford, Conn. 06108

Dear Mr. Charest:

I have been contemplating writing to you in the past few weeks concerning the current situation regarding the school voucher system and other items of deep concern involving the present school administration and school board. After reading the phamphlet "Extending Parents' Choice," which our child brought home from school today, I now feel compelled to write to you to express my views.

I feel that the present situation with the school board and administration attempting to shove yet another program, the voucher system, down our throats is intolerable. It is becoming more apparent every day that the school administration and Dr. Diggs in cooperation with the school board apparently have already made the decision that the voucher system will be implemented here. A person does not have to possess any high degree of intelligence to realize this fact.

The questionnaire which was mailed to parents recently was so slanted in favor of the voucher system that anyone who did answer it honestly had to be in complete agreement with the school administration and it could be assumed that the people do want the voucher system.

The booklet "Extending Parents' Choice" is just as ridiculous as the questionnaire. This booklet with all of its cute questions and answers does not really get to the point and ask the questions that the parents are probably most interested in.

Just exactly what is the voucher system? Is it a more costly system to operate than what is being done now? What are the future plans of the school administration if the voucher system is adopted? Can children be sent inter-city to schools in other cities and towns that may also be on the voucher plan?

On what basis will the decision be made by the school board to adopt or not adopt the voucher system? (This question only applies if the decision has not already been made.)

Will the majority or the minority rule on this issue? Why do we need a voucher system to improve on the quality of our schools? What do the teachers really feel about the adoption of the voucher system, are they for or against it?

These are important questions that parents should be asking and questions that parents have a right to expect truthful answers to.

The booklet "Extending Parents' Choice" asks a question on page 4 and is quoted as follows:

"Q. What is the percentage of parents who might want to change schools?"

It is also answered, quoted as follows:

"A. It is not presently known; the estimate is less than 10%".

Enough is said right here! Underline that "less than 10%". The question that is now so apparent here is that if "less than 10%" of the parents in this town want to change schools then why do we need a voucher system at all? It can readily be assumed that less than 10% of the parents want the voucher system. Let's stop right here and go no further. It is time that the school board stopped wasting our dollars. If our schools need an improvement in the quality of the education they offer then let's find a way to improve them other than the voucher system.

We have had nothing but crisis and controversy in our schools recently. I feel that Dr. Diggs, School Supt., has been the main cause of these problems. It is apparent that he controls the Board of Education and that they let Dr. Diggs have his own way whenever he wants.

Dr. Diggs certainly seems to be an opportunist interested in personal accomplishments which might benefit him in some future employment elsewhere.

It is hard to believe that he is working only for the welfare and benefit of our school children. Let's bring out some of the things that Dr. Diggs and the school board have caused in the recent past.

School Hot Lunch Issue: This has got to be one of the worst situations ever brought upon the people and school children of this town. The caterer that the Board contracted with operated in an apparently less than fine manner. Federal food allegedly was used for private purposes. The quality of the food reportedly was poor. Some cockroaches were in a milk cooler unit! Not serving meals according to federal standards? Fifty cents for peanut butter and jelly sandwich? And so on and on. Now we do not have any hot lunches. And in addition to this did Dr. Diggs order that all of the kitchen equipment in the various schools be sold? Now we have nothing?

The cost to re-equip our school kitchens would be prohibitive and apparently we couldn't get back into the lunch business if we wanted to.

Other things that the Board and Dr. Diggs apparently have caused are: Year-round school study, later dropped; the Penny High baseball controversy; some school textbooks purchased and reportedly never used because of dropping the programs; needlessly high budget for the school administration this coming year; open campus concept at the high schools; middle school program; loss of bus transportation for some students; controversy over control of school nurses (not yet resolved); and so on.

How many other situations are there like these that we have not heard of and have been swept under the rug?

How many of our tax dollars have been used poorly by this group, the Board of Education, school administration, and Dr. Diggs? How much longer are the people in this town going to put up with this?

The time is at hand for a change.

We need responsible effective people who will do a good job governing the school administration. We do not need any more controversy and wasting of tax dollars. I say it is time for Dr. Diggs to resign his post of Supt. of Schools and look for opportunity someplace else. It is time for the Board of Education to effectively govern the school administration, drop these absurd programs, and return stability to our school system. It is time to regain the faith and trust of our teachers and students.

Parents really do have a choice. Just jot down the names of all the elected people now serving on the Board of Education. Remember how they have served us in the past. Keep careful track of how they serve from now on, and of how much benefit they are to our school children.

And the next time their names appear on a ballot at election time for any office vote for or against them according to how they served you and listened to your views in the past. This is the real parents choice program that works. If a house cleaning is in order, then this is the time to do it.

It has been clearly demonstrated to us that we can no longer be passive about who we elect to the Board of Education, or about who is employed in the school administration.

Respectfully,
(Name On File)

THE COMMENT: I can understand you not wanting to have your name used. This is common in this town, where many persons prefer to be protected.

As for your views, I agree more than I disagree. The handling of some schools situations has, in my view, been a disgrace. As for Dr. Diggs resigning, there seems to be increasing sentiment favoring his departure.

The school voucher proposal seems, so far, to be little more than a one-sided snow job -- trying to kid the parents into backing something they don't fully understand, something that has not been fully explained and evaluated publicly.

Thank you for writing.

Conditions in the local school system will improve only when more persons speak out. Firmly and clearly. And not before.

Rolly Charest

THE HARTFORD COURANT: Saturday, May 11, 1974

Diggs Not Ready To Propose That Voucher System Be Used

By DAVID MARZIALE

EAST HARTFORD — Although a school department study has claimed that the "voucher system" is feasible in East Hartford, School Supt. Eugene A. Diggs said Friday it may be some time before he decides whether to propose such a system to the Board of Education.

East Hartford

Diggs said there are two major problems with the system that still have to be studied. They are transportation and the relationship between public schools and private and parochial schools, he said.

The department, with the help of a $69,563 federal grant, has been studying the voucher system, which would allow parents in town to send their children to any school in town, public or private at no extra expense. The cost of sending students to nonpublic schools would be paid by the town with state and federal grant money.

Diggs noted that the state legislature has passed a bill which would require public school districts to pay the cost of transportation for students going to private and parochial schools.

If the law [illegible] signed by Gov. Meskill, it would have an effect on the proposed system, the superintendent said.

But even if the law is not signed, Diggs said, more study of the plans effect on the department's transportation system must be undertaken.

What the study shows, the superintendent said, is that the school buildings could hold the number of children that would be expected to transfer to schools other than those they now attend.

The study, released Friday, estimates that a maximum of 15 per cent of the town's 11,264 school children would participate in the new system.

Mrs. Frances Klein, who coordinated the study, said East Hartford now is the second municipality in the nation to report favorably on the voucher system. The other is Alum Rock, Calif., she said.

Under the system, students would be able to attend schools outside their neighborhood if seats in the requested school were available. If transfer requests exceed the number of seats available, Mrs. Klein said, students would be chosen on a basis that would guarantee equal opportunity to all applicants.

The School Board will receive an official presentation of the report at 8 p.m. Tuesday as a special meeting at Penney High School. The board will discuss the system then. The meeting will be open to the public, but only the board members and school officials will be allowed to participate in the discussion.

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THE HARTFORD TIMES, Monday, May 13, 1974

481 Respond to Survey

Educators Oppose 'Voucher' System

By LOUIS J. LUMENICK
Staff Reporter

EAST HARTFORD — Only 38 per cent of teachers responding to a survey favor adoption of a "voucher" student enrollment program in town schools.

The survey, part of a study on the feasibility of adopting such a program here, also found "hard-core opposition" by 25 per cent of the faculty and nearly the same percentage among principals and vice principals, who indicated that "this is a voucher system and therefore is no good."

"Madison Avenue-type promotion" if the plan is adopted was predicted by 71 per cent of teachers responding, and 57 per cent forecast "unhealthy competition between schools," the survey reports.

The report on the survey was based on 481 responses to a detailed questionnaire distributed to the system's 776 teachers, administrators and supervisors. It was conducted by Heuristics Inc., of Dedham, Mass., which also queried 2,506 parents and mail questionnaires and in-home surveys.

The survey report, was released last week as part of a three-month study which found that adoption of a "voucher"-type system was "administratively feasible" here. The federally-funded report suggests that further money be sought for detailed planning before a decision is reached on adoption of such a system.

An "informational session" on the study will be held Tuesdy night at 8 p.m. in the Penney High School amphitheater. The meeting is open to the public, but only Board of Education members and administrators may speak.

If the proposed program goes into effect, any student in the town's school system would have the right to transfer to a school other than the one in his neighborhood, if space is available.

This is presently allowed under the board's "open enrollment" policy, but few students take advantage of it since their parents must bear transportation costs.

East Hartford

Under the "voucher" program, these costs would be paid by the federal government in a five-year test, at an estimated cost of between $285,000 to $979,600.

Forty per cent of faculty members favored inclusion of the town's two parochial schools in such a setup. Their inclusion was not recommended in the study report, which said further analysis of the legal implications was necessary before a recommendation was reached.

The reort noted that, while only 38 per cent of faculty supported adoption of a "voucher" program here, 59 per cent endorsed "the concept of parental choice of schools" in general and 73 per cent agreed there should be "a variety of types of schools to meet the needs of all children."

"A variety of factors contribute to those differences," the report said. "The most clearly expressed is the belief that educational decisions that are left up to parents in the proposed program are better made by educators. Two-thirds of the most experienced teachers expressed this point ..."

'That parents are not knowledgeable enough, will make the wrong choice, will make choices for the wrong reasons, and will be too emotional in their decisions, were among the many comments.

According to the report, faculty support for the program ranged from 47 per cent among teachers in East Hartford for less than five years to 34 per cent from those with more than 10 years in the system.

Only 8 per cent of the newer teachers expressed "hard-core opposition' to the program, compared to 27 per cent of veteran instructors.

The report speculates that among possible reasons for the low faculty support are 'the issues of job security, lack of understanding of the program as proposed for East Hartford, expectations of undesirable outcomes, and the increased pressures anticipated if the program is adopted . . .'

Asked about the potential outcome if the program were enacted, 'a majority felt that more substantial differences among the schools would result, that principals and teachers would have an increasing role in program planning and budgeting within their schols, "as well as increased parental involvement and satisfaction, the report said.

Teachers also cited increased student achievement (32 per cent), student satisfaction (43 per cent), "a more humanistic quality to the schools' (42 per cent), and a general elevation of the quality of education (30 per cent) as expected results.

Half of faculty members responding also agreed "that there exists at present some considerable differences among the school in East Hartford, and that these differences may make it worth the effort to send a child to a school other than his present one."

However, the report states that two-thirds of the teachers "felt that diversity can be achieved within a school, with no need for a child to go to a different school for a different program."

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The Hartford Courant
5/14/74

Teacher-Group Vote Opposes 'Voucher' Pupil Placement Plan

By DAVID MARZIALE

EAST HARTFORD — The collective bargaining unit for the town's public school teachers Monday announced its opposition to the "voucher" school enrollment system, which is being studied by the school administration.

The move by the East Hartford Education ssociation came after association President Rita Fuller released the results of a survey which showed that 81 per cent of the responding teachers opposed the system.

East Hartford

More than 300 of the association's 522 members responded to the survey, Mrs. Fuller said.

The voucher system, a new idea which has been proposed in other areas of the country but has not been put into effect anywhere, would allow parents to send their children to any town school, public or private, at town expense if room in the requested school were available.

Certificates Given

It derives its name from the method of its operation. Parents are given certificates (vouchers) representing the cost of their children's education. The certificates are given to the chosen school, which collects the money from the town.

School Supt. Eugene A. Diggs, who instituted the study of the system, said he was not dismayed by the results of the association survey.

He pointed to a teacher survey by the administration, which showed that 38 per cent of the teachers favored the system. That is twice the support the system got in the association survey.

In the administration survey, 481 teachers responded, Diggs said.

Even though most teachers opposed the system in both surveys, Diggs said he expects that the system will receive much more teacher support as more facts and details are brought out. out.

The superintendent also said the proposal will receive much more support from parents. and parents opinions must be given priority over teachers' views on such a question.

Not Enough Known

Mrs. Fuller said the association will oppose the voucher system at least until more "concrete information" is presented by the administration.

An administration study, released last week, claimed the system is "administratively feasible" in East Hartford, but Diggs said then it would be some time before he would decide on whether to propose the system officially.

He said the school department must propose the system officially.

He said the school department must give the system more study before he can make a decision.

An informational meeting of the Board of Education, called to discuss the system, will be held at 8 tonight at Penney High

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The Hartford Times
5/14/74

Study Is Asked Into Vouchers

East Hartford

EAST HARTFORD — School Supt. Eugene Diggs says he will recommend to the Board of Education tonight that it request more than $150,000 in federal funds to conduct a study into the implementation of a "voucher"-type student enrollment program here.

Diggs said in an interview Monday that while the board could act on his recommendation at tonight's session, he thinks it more likely the body will want to hold at least one additional meeting to discuss a three-month feasbaility study on the "voucher" concept here, which was completed last week.

"Probably they'll take a couple of meetings to fully digest the report," Diggs said. "We'll see what the board's reaction is to whether we'll go ask for additional funds."

A 200-page draft of a report on the study, released Friday, found the voucher concept "administratively feasable" here and recommended that additional funds to study its implementation be sought before a final decision on adoption of the program is made.

Under the new grant — "in excess of $150,000" — information on the program and descriptions of programs at the town's 22 schools would be distributed to parents, Diggs said.

The school descriptions were drawn up as part of the first study, funded by a 69,953 grant from the U.S. Department of Health, Education and Welfare.

Funds from the new grant also would go toward converting the board's budgeting system, which Diggs described as "work that we will be doing anyway as far as making our sophisticated."

The superintendent praised the recently completed study, saying project coordinator Frances Klein "did a very fine job. It gives a great deal of information."

He said he thought parent response to a questionnaire on the voucher concept "indicates there was a reservoir of support for the general concept," despite the fact that "during the feasability study there hadn't been much information (available) to parents or public."

Mrs. Klein will discuss the study's findings in details at tonight's board meeting, set for 8 p.m. in the Penney High School Amphitheater.

Under the voucher program, any student in the town's school system would have the right to transfer to a school other than the one in his neighborhood, if space is available.

This is presently allowed under the board's "open enrollment" policy, but few students take advantage of it since their parents must bear themselves under this setup.

If the new program is adopted, these costs would be borne by the federal govern- period, at an estimated $285,000 to $979,600 a year.

The Hartford Times
5/14/74

Teachers' Union Adds 'Voucher' Opposition

East Hartford

EAST HARTFORD — Citing a poll of its members in which 81 per cent opposed establishment of a "voucher" system here, the teachers' union has come out in opposition to such a setup at the present time.

"Based upon the results of the survey and given the facts as the association understands the concept, it is the recommendation of the East Hartford Education Association (EHEA) that the open enrollment concept be rejected by the Board of Education at this time," said a statement issued Monday night.

"The association," the statement went one, "stands in opposition to the concept and the program at least until such time that more concrete information is available."

More than 300 of the 522 EHEA members responded to the survey. Asked if they were "in favor of 'Open Enrollment'," the board's name for its voucher-type program, 81 per cent said no and 19 per cent said yes.

In a similar survey, the results of which were released by the School Department last week, 38 per center of 481 teachers responding said they favored such a program.

Nine questions were asked in the DHEA survey, including:

—"Do you feel you know enough about 'Open Enrollment' as it is being considered by the board?" (Yes, 34 per cent; no, 66 per cent.)

—"Do you feel that the feasability study has been forced on the professional staff without proper input?" (Yes, 62 per cent; no, 38 per cent.)

—"Some persons believe that if more money was spent on present programs and meeting present obligations fully we wouldn't need 'Open Enrollment'." (Yes, 90 per cent, no, 10 per cent.)

—"Do you feel there has been sufficient faculty input in this feasability study?" (Yes, 29 per cent, no, 71 per cent.)

—". . . Do you feel that 'Open Enrollment' would help make a student's education more responsive, accountable and effective?" (Yes, 23 per cent, no, 77 per cent.)

—"Do you feel that every school is presently offering pretty much the same quality education with emphasis on the three Rs?" (Yes, 75 per cent, no, 25 per cent.)

Board Chairman Eleanore Kepler said she was "not surprised" by the EHEA's recommendation noting that teacher groups have opposed

"Voucher programs throughout the country.

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The Hartford Times
5/17/74

Many Parents Favor Voucher System: Poll

East Hartford

EAST HARTFORD — Sixty per cent of parents responding to a survey favor the adoption of a "voucher"-type student enrollment program in town

The survey, part of a School Department study on the feasibility of adopting such a program here, also found that 48 per cent of the parents favored the town paying to private schools a sum equal to the cost of educating a child in East Hartford schools.

A total of 2,309 parents responded to the survey, which was conducted by Heuristics Inc., of Cambridge, Mass. Brief questionnaires were mailed to most of the homes of school-age children in town, with 2,100 responses to the 8,000 questionnaires.

In addition, "stratified random sample" of 209 parents were interviewed in their homes. The 776 teachers administrators and supervisors in the school system were also surveyed, with 481 completing a lengthy questionnaire.

The survey found that fewer parents — 60 per cent — endorsed adoption of a "voucher"-type program here than endorsed "the concept of parental choice of school," which was backed by three-quarters of those responding.

As in the teacher survey, the response varied with the parents' age, with 81 per cent of parents under 30 backing a "voucher" program here.

Five per cent of parents responding indicated they would probably transfer their child if the program was adopted, with 18 per cent saying they would consider it.

In addition, 13 per cent "reported that they would transfer their child to almost any other school if they had the opportunity," the survey said.

"These data," the report went on, "combine to suggest that parental choice will be exercised primarily due to dissatisfaction with a present program, rather than an interest in selection of a particular school or program."

Parents were also asked about the quality of education in the town school system, with three-quarters rating it as "excellent," the report said, and 90 per cent "felt that their child as doing about as well in his present school as he would do in any other school in East Hartford."

"There is no expressed need for substantial change," the report states. "Therefore, endorsement of a proposal for change would not be expected to elicit the level of support that would be expected under different circumstances."

Seventy-four per cent of parents responding agreed that "a community should have a variety of types of schools," with support rising to a level of 91 per cent among parents between 20 and 30 years old.

The largest difference in responses among age groups came when parents were asked if "the additional transportation costs association with (the) program would not be a waste of money."

Seventy-one per cent of parents between 20 and 30 agreed, compared with 59 per cent of those between 30 and 40 and 40 per cent of those between 40 and 50.

If the proposed "voucher" system goes into effct, any student in the tow 'S school system would have the right to transfer to a school other than the one in his neighborhood, if space is available.

School Supt. Eugene Diggs has recommended the Board of Education seek additional funds to plan further study and implementation of a program before deciding whether adopt it or not.

He has recommended that a final decision be reached by next Jan. 1, which would allow it to go into effect by the fall of 1975.

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'Vouchers' Possible By 1975

By LOUIS LUMENICK
Staff Reporter

East Hartford

EAST HARTFORD — The town's school system could start a voucher-type student enrollment program as early as the fall of 1975, according to School Supt. Eugene Diggs.

Diggs recommended to the Board of Education Tuesday night that it set a target date of next Jan. 1 for deciding whether or not it wants to go ahead with a voucher system here.

If an affirmative decision is reached, he said later, the program could begin the following fall.

The final decision would be contingent upon a new grant from the National Institute of Education to further study and simulate operations during the 1974-75 school year.

Diggs recommended Tuesday night that the board authorize him to seek more than $150,000 from NIE for the implementation study. The board took no action at his request, but Diggs said he hoped it would be approved at a meeting soon.

Only four of the eight members currently on the board attended the three-hour session, at which project coordinator Frances Klein reviewed the results of an initial three-month study into the feasability of a voucher-type system here.

Acting Board Chairman Eleanore Kepler said the poor turnout had been anticipated and resulted from members' scheduled appearance at two other meetings on the board's budget this week.

According to Diggs, the new grant would be used in part to further study "the legality and desirability of including private and parochial schools in the proposed program, and for the development of procedures which would guide such inclusion."

The recently-completed study, which found the voucher setup "administratively feasible" in East Hartford, said the question of private and parochial school inclusion needed further study.

The remainder of the new grant would fund a "simulation stage," during which computer programming and simulated operations would be undertaken. A hypothetical group of students, would be assigned and transferred from school to school each quarter in order to arrive at a "simulated budget" for the program.

Diggs said NIE had expressed "strong interest" in funding the new study, but that he had "no assurances" that the town would receive the money.

Under the voucher program now being considered, any student in the town's school system would have the right to transfer, to a school other than the one in his neighborhood, if space is available.

Seats at a given school would be assigned first to students in the district who wanted to attend their home school, with the remainder going to out-of-district students. If requests exceeded seats, then students would be chosen in a "lottery" system.

Parents are presently permitted to enroll their children in out-of-district schools under the board's "open enrollment"; policy. Few have elected to do so, since they must now bear the cost of transporrtation themselves.

Under the new setup, transportation costs for out-of-district students would be borne by the federal government for a five-year test period. This would cost between $285,000 and $1 million a year, according to estimates in the survey.

If the board decides to go ahead with a voucher-type program here, it would be only the second school system in the nation to adopt one. The other is the system in Alum Rock, Calif. The Hartford Board of Education has been considering the institution of one for several years.

Transportation Expense Limits 'Open Admissions'

One of a series
By LOUIS J. LUMENICK
Staff Reporter

EAST HARTFORD — In many respects, the "voucher" system being considered for town schools resembles a Board of Education policy that has been in effect several years, but which largely is unknown and infrequently taken advantage of by parents.

Under the board's "open admissions" program, parents now can apply to send their students to any one of the town's 22 schools. Requests are granted on a seats-available basis.

Hardly any parents do this.

East Hartford

Why?

It has never been well publicized, but the big reason would seem to be parents electing to send their children to a school other than the one in their neighborhood must provide the transportation.

Thus, participation in "open admissions" has been limited to a relative handful of students, mostly parents who move during a school year and want their children to finish out the term at the school they were attending.

The key to the system now being considered — and probably the most expensive aspect — is that transportation would be provided for transferring students, at a potentially staggering cost.

It wouldn't cost the town anything, however. The extra transportation costs would be borne by the federal government for a five-year period, as a demonstration project of a "voucher"-type program.

The government wants to see if increased parental control over allocation of educational funds produces improvements in the quality of education and greater public satisfaction.

The Voucher Plan

What would it cost? Estimates by a transportation consulting firm ranges from $214,000 to "in excess of" $3.3 million, depending upon how many parents elect to send their children to out-of-district schools and the method used to transport them.

The $3 million figure represents van service from 19 "depot" schools to 21 other schools. A more modest plan has been proposed, in which the schools would be grouped into five "open enrollment transportation units."

Under this system, students would walk to the elementary school nearest them and would board buses destinated for the other four transportation area.

The drawback with this system is that pupils could spend as long as 36 minutes on buses, with an average traveling time of 34 minutes.

Present Board policy limits pupil-transportation time to 20 minutes, but the transportation consultant, Educational Coordinates Inc., of Princeton, N.J., said in its report the new approach is "imperative" because of the prohibitive cost of individual transportation.

Enrollment costs under the proposed setup are estimated at between $214,000 and $915,000 if 7.5 per cent of students elect to go out of district; between $285,000 and $979,000 if 15 per cent of students elect it; and between $450,000 and $1 million if 25 per cent of students choose the program.

Based on a questionnaire and surveys conducted among students, 15 per cent of them are expected to change schools if the new program is enacted.

Thus, school transportation costs — currently $176,872 a year — would skyrocket if the "voucher" program was adopted, although the extra costs would be borne by the federal government for five years.

Next: What about parochial schools?

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'Voucher' Setup Offers Choice

The Hartford Times
5/29/74

By LOUIS LUMENICK
Staff Reporter
(One of a Series)

EAST HARTFORD — Take the School Department's gross annual budget. Subtract funds for special education.

Further subtract tuition for students outside the school system, as well as bonded indebtedness.

Now divide the figure you get by the total school enrollment in town, minus special education students. What do you get?

What the state terms an "educational scholarship," but better known in laymen's terms as a "voucher."

A "voucher" is, quite simply, supposed to equal the cost of educating one child in the town school system annually.

Parents would, in theory, use this proportional piece of the town's school budget, to buy education for their children at the school of their choice.

It is a voucher-type plan presently being studied by the School Department, which prefers to use the terms "extending parents' choice" and "open enrollment" to describe the proposals.

East Hartford

The Board of Education is scheduled next Monday to decide whether it wants to take the second step in initiating such a program here. East Hartford and five other cities — Seattle, Wash., San Francisco Cal., Rochester and New Rochelle, N.Y., and Gary, Ind., have made the first move — commissioning a study on the feasibility of a voucher program.

If East Hartford goes all the way, it will become only the second school system in the nation and the first in the east to participate in one of the most ambitious educational experiments of the decade. The only voucher program ever adopted is in Alum Rock, Cal.

Hartford has been debating a voucher system for three years, but has never even gotten to the point of a feasibility study.

East Hartford has. The study found that vouchers were "administratively feasible" here and the school department has recommended to the Board of Education that it take the second step and apply for a federal grant to draw up plans for the actual implementation of a program here.

The Voucher Plan

If all goes well, says School Supt. Eugene Diggs, East Hartford could have a voucher system in operation by September, 1975.

How would it work? Based on the guidelines set forth in the massive, federally-funded feasibility study, something like this:

Every April, toward the end of the school year, parents would receive a book describing programs and courses at the town's schools and a form with which they could request their child be transferred to a school other than the one he is attending.

Transfers would be granted, except where there were more applicants than spaces in a particular school. In that case, the School Department would conduct a lottery.

Transfers would also be allowed at the start of the three yearly marking periods, but with a change: parents submitting their first request would be "encouraged" to discuss it with school personnel. Parents who previously had a transfer request granted would be required to do so.

Provision is also made for "emergency transfers" at any time during the school year when it becomes obvious that "a particular learning environment is not working or has become detrimental to the child."

Although parents would have the right to request a transfer at any of these times, they would be urged to keep children in a school for at least one year for educational continuity.

But any program adopted guarantees that no one is going to be uprooted and forced to attend some school other than the one in his attendance area.

"A concept of free choice," says the feasibility study, "is not to have to choose if one doesn't want to, but to have the opportunity to choose if one does."

Thus, any child would be guaranteed the right to attend the elementary, middle or senior school in his attendance area. If he transfers out of his attendance area, he would retain the right to remain a student at that school until he completed the final grade offered there.

Once he went onto a higher level school — from elementary to middle school, for instance — he would be guaranteed the right to enroll in the higher level school in his attendance area.

Now if a student transferred out of his attendance area and wanted to go back, he would be given first preference after students currently attending the school are placed.

NEXT: The current program under which transfers are allowed — and why very few parents use it.

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The Hartford Times
5/31/74

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High Court Battle a 'Solution'?

(One of a Series)

By LOUIS LUMENICK
Staff Reporter

EAST HARTFORD — The town's school system may wind up in a case before the Supreme Court if a voucher-type student enrollment program is adopted. This, even proponents of the program admit, is almost a certainty if parochial schools are included.

And it is the possible inclusion of the town's two parochial schools that constitutes perhaps the most controversial aspect of the voucher system now being studied by the school department.

A comprehensive three-month study on the type of a voucher-type program found that further study was needed before a recommendation could be made on whether or not to include the Catholic schools.

"Further study," said the summary of the fesability report, "is needed to ascertain the legality and desirability of including private and parochial schools in the proposed program, and for the development of procedures which would guide such inclusion."

East Hartford

The only school system in the nation that currently operates a voucher system —Alum, Rock, Cal. — does not include parochial schools in its setup because of a prohibition in that state's laws.

What's the situation in Connecticut? The law firm of Post and Pratt of Avon, which did a legal analysis as part of the study, says that the 1972 state act authorizing its school systems to enter into a federal voucher demonstration project does permit the inclusion of parochial schools.

But it adds that the law is of questionable constitutionality: "A final judicial interpretation of this issue will determine whether parochial schools may participate in this program."

The Voucher Plan

And school officials, say a court test is inevitable if a voucher system is adapted under which, in effect, public money goes to parochial and other private schools.

It is this prospect — of large sums of state education money aiding parochial schools, attended by the brightest and most affluent school children — that seems to have engendered the most consistent opposition to voucher programs across the nation.

These opponents have charged that the program would, in affect, make all school-age children as public school children, adding considerable strain to the already overburdened public schools.

For example, the parents of a parochial school child could put him back in the public school system long enough to pick up his voucher — and then use it to buy back his place in a parochial school, giving parochial school children a full or partial subsidy of their education.

One factor that may give vouchers a better chance in East Hartford than in other areas where such programs have been rejected is the relatively small parochial school population in town.

The two parochial schools in town have 568 students, compared to the 11,290 students in the 22 public schools.

There are an additional 40 East Hartford students attending East Catholic High School in Manchester, but the state legislation wouldn't permit an out-of-town school to become part of a "voucher" system.

Initially, extra expenses incurred by the possible inclusion of the parochial schools would be paid by the federal government as part of a voucher demonstration project, as would transportation and any other additional funds required for the five-year-test period.

But there are catches as far as the parochial schools are concerned. According to the legal analysis, any private school taking part in the voucher program could not charge a fee above the "educational scholarship" or voucher, which is determined roughly by dividing the school budget by the number of students in the system.

This would hold true, the report said, even for students not participating in the "voucher" plan, who could be charged more than the voucher amount.

NEXT: The pros and cons.

The Hartford Courant
6/18/74

Schools To Proceed With Voucher Study

.EAST HARTFORD — The Board of Educaton Monday night voted to proceed with the school administration's study of the "voucher" school enrollment system.

The board, by a 4 to 2 vote, authorized the administration to apply for a federal grant to continue the three-month-old study of the controversial system.

Under the system, parents could send their children to any school in town, regardless of the location of the school or the children's home, at no extra expense to the parents.

East Hartford

The concept, which is relatively new, has aroused as much controversy in other areas of the country as well as in East Hartford.

The administration will apply for a grant from the National Institute of Education. School Supt. Eugene A. Diggs says he will ask for between $250,000 and $300,000 for continuation of the study.

The Monday night vote came after a lengthy debate that virtually split the board down the middle.

Board members Kenneth Carrier, Walter H. Miles Jr. and Chairman John J. Smith Jr. lined up against the program during the discussion. Eleanore Kepler, Barbara Atwood and Robert Bannon spoke in favor of it.

Since members Jane Foss and Joyce Rugles were absent, it became clear that the newest board member, Albert T Ahern, who joined the board only two weeks ago, would cast the deciding vote.

Ahern, who did not speak during the debate, voted in favor, and Chairman Smith, saying his vote would not count anyway, did not vote.

Those in favor said the voucher system was a new, innovative program which would allow the school system to get the maximum benefit out of the programs it has developed in different schools in recent years.

The opposition maintained that the program was unnecessary and would cause problems by enticing parents to transfer their children from one school to another frequently. The opponents pointed out the town already has a limited open-enrollment program. But the proponents said the current system, which allows children to be enrolled in schools out of their neighborhood if seats in the schools are available, requires parents to pay for transportation. If the voucher system is instituted, the federal government would pay for transportation during the first five years, then the school system would pay. The proponents claimed, as the administration has, that extension of the study would provide answers to many of the questions about the system which have bothered persons opposed to it.